

In the Name of Allah  
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# Writing 1

# 2019

This Writing 1, a Simplified Course-Book (135ج /E135) aims at developing the Yemeni students' awareness of writing skills in connection with the English Language as a foreign language in Yemen (especially, in Tihamah of Yemen, Zabid city, Zabid College of Education, Hodeidah University).

The Yemeni students will study some important English writing skills (writing simple and compound sentences, punctuation, rearranging sentences to make meaningful paragraphs, and writing short paragraphs about different topics using simple and compound sentence. Print handwriting practice on several lines of three-lines-staves for lower-case letters and upper-case letters and rewriting sentences and paragraphs using such print handwriting practice will also be done).

## A Simplified Course-Book

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## **Section 1: Welcome to the Simplified Course-Book of Writing 1**

This Simplified Course-Book of Writing 1 (135ع /E135), focuses on teaching writing and print handwriting to the 1st-Year-English-B.Ed. students, of the year 2018-2019, 1<sup>st</sup> Semester 2018-2019, in the English Department, Zabid-College of Education, Hodeidah University, Yemen. It is by Dr. Abdullah M. M. Ali Shaghi, an Assistant Professor of Linguistics, Ph.D. in Linguistics, from Aligarh Muslim University (A.M.U.), U.P., India, 2010; M.A. in Linguistics from JNU, New Delhi, India in 2006, and B.Ed. in English from Hodeida University (HU) in 1996.

The Simplified Course-Book of Writing 1 (135ع /E135) aims at developing the Yemeni students' awareness of writing skills in connection with the English Language as a foreign language in Yemen (especially, in Tihamah of Yemen, Zabid city, Zabid College of Education, Hodeidah University). The Yemeni students will study some important English writing skills (writing simple and compound sentences, punctuation, rearranging sentences to make meaningful paragraphs, and writing short paragraphs about different topics using simple and compound sentence. Print handwriting practice on several lines of three-lines-staves for lower-case letters and upper-case letters and rewriting sentences and paragraphs using such print handwriting practice will also be done).

### **Assessment**

- Class Presentation/Continuous Assessment/mid-term exam: 45% of final mark.
- End of Semester Examination: 105% of final mark.

### **Participation and Attendance**

Participation includes regular attendance, preparation of class materials and readings, and active contribution. Think about what you are learning, and be ready to participate when you come to class. Please ask questions if you do not understand or even if you do. If you are having any problem, or if you just want to discuss specific

issues see me after class. Attend class! Attendance is important to understanding the material since we will try to show corrections of writing exercises in our class discussions. If you are going to miss class for a good reason, it is a good idea to let me know ahead of time if possible.

## **Who am I?**

To learn more about me, search my name “shaghi, / abdullahshaghi / drabdullahshaghi / abdullah.shaghi / abulbaraa shaghi” on my website (where you can download all the lectures and models of final examinations): <http://abdullahshaghi2012.wordpress.com/> as well as on my Gmail / Google drive / Google blogger, LinkedIn.com, academia.com, scribd.com, or archive.org.

## **Acknowledgement**

The author of this simplified course-book would like to thank all of those (colleagues and students) who have invest time and effort into this project. This simplified course-book would not have been possible without them.

The production of this simplified course-book was with the following open source program: (archive.org). Students and interested readers can find the author’s own uploads in the link: ([https://archive.org/details/@dr\\_abdullah\\_shaghi](https://archive.org/details/@dr_abdullah_shaghi)).

## Section 2: Writing Your First Simple Sentences

All sentence types fall into the following four basic sentence type categories in English. These are as follows:

1. Simple Sentences
2. Compound Sentences
3. Complex Sentences
4. Compound – Complex Sentences

By definition, there are four basic sentence types/structures in English:

1. A **Simple Sentence** is a sentence with just one Independent Clause (IC) (also called a main clause). Simple sentences contain no conjunction (i.e., and, but, or, etc.): Dr. Abdullah smiled.
2. A **Compound Sentence** contains at least two independent clauses (two simple sentences): Dr. Abdullah smiled *and* he laughed.
3. A **Complex Sentence** contains an independent clause and at least one dependent clause: Dr. Abdullah laughed *when* he smiled. This, by Allah Willing, will be taught to you in Writing 2 next semester, the 2<sup>nd</sup> semester.
4. A **Compound-Complex** sentence contains two or more independent clauses and at least one dependent clause: Dr. Abdullah smiled and he laughed when he saw the smile and laugh over the faces of his students. This, by Allah Willing, will also be taught to you in Writing 2 next semester, the 2<sup>nd</sup> semester.

The first two types of sentences will be taught this semester, the 1<sup>st</sup> semester in **Writing 1, a Simplified Course-Book** and the last 2 types will be done in the next semester, the 2<sup>nd</sup> semester in **Writing 2, a Simplified Course-Book**.

There are **nine types of Simple Sentences**. Before learning these nine types of simple sentences, let us use these patterns to start writing simple sentences in English. Learn these symbols to understand each type of sentence. These symbols represent parts of speech in English. Parts of speech are the different types of words

in English.

## **Key to Symbols**

### **S = Subject**

Subjects include I / you / he / she / it / we / they and names of people: Marwan, Mariyah, Tom, etc. or types of people: children, students, parents, teachers, etc.

### **V = Verb**

In **simple sentences**, we use the verb 'be' such as: I am a teacher. / They are funny.

Verbs also tell us what we do: play / eat / drive etc. or what we think: believe / hope / want etc.

### **N = Noun**

Nouns are objects such as books, chair, picture, computer, etc. Nouns have singular and plural forms: book - books, child - children, car - cars, etc.

### **Adj = Adjective**

Adjectives tell how someone or something is. For example: big, small, tall, interesting, etc.

### **Prep P = Prepositional Phrase**

Prepositional phrases tell us where someone or something is. Prepositional phrases are often three words and begin with a preposition: For example: in the house, at the store, on the wall, etc.

### **( ) = Parentheses**

If you see something in parentheses ( ) you can use the type of word, or leave it out.

For many students knowing that a sentence begins with a capital letter and ends with

a period is a major first step. Make sure to:

- Begin each sentence with a capital letter.
- End each sentence with a period.
- Use capital letters only with proper names, the pronoun 'I', and the first letter of the first word in each sentence.
- Each sentence contains a subject, verb and, usually, a complement.
- Basic sentence structure is Subject + Verb + Complement.
- Begin writing with simple sentences.

Now let us **learn the nine types of writing your first simple sentences** as illustrated in details below:

### 1. Simple Sentences with Nouns

Here is the first type of easy sentences. Use the verb 'to be'. If you have one object, use 'a' or 'an' before the object. If you have more than one object, don't use 'a' or 'an'.

**S + be + (a) + N**

*I am **a teacher**.*

*She is **a student**.*

*They are **boys**.*

*We are **workers**.*

#### Exercise (1) Write three Simple Sentences with Nouns

On the numbered space provided below, write three sentences using nouns.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### 2. Simple Sentences with Adjectives

The next type of sentence uses an adjective to describe the subject of a sentence. Do not use 'a' or 'an' when the sentence ends in an adjective. Do not change the form of the adjective if the subject is plural or singular.

**S + be + Adj**

*Tim is **tall**.*

*They are **rich**.*

*This is **easy**.*

*We are **happy**.*

### **Exercise (2) Write three Simple Sentences with Adjectives**

On the numbered space provided below, use adjectives to write three sentences.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### **3. Combine Simple Sentences with Adjectives and Nouns**

Next, combine the two types of sentences. Place the adjective before the noun it modifies. Use 'a' or 'an' with singular objects, or nothing with plural objects.

**S + be + (a, an) + Adj + N**

*He is a **happy man**.*

*They are **funny students**.*

*Mary is a **sad girl**.*

*Badris a **good father**.*

### **Exercise (3) Write three Simple Sentences with Adjectives + Nouns**

On the numbered space provided below, write three sentences using adjectives and nouns.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

#### 4. Tell us where: Add Prepositional Phrases to Your Simple Sentences

The next step is to add short prepositional phrases to tell us where someone or something is. Use 'a' or 'an' or use 'the' before a noun or adjective + noun if the object is singular and specific. 'The' is used when something specific is understood by the person writing and the person reading the sentence. Notice that some sentences are written with adjectives and nouns, and others without.

**S + be + (a, an, the) + (adj) + (N) + Prep P**

*Tom is **in the room**.*

*Mary is the woman **at the door**.*

*There is a book **on the table**.*

*There are flowers **in the vase**.*

#### Exercise (4) Write three Simple Sentences with Prepositional Phrases

On the numbered space provided below, write three sentences using prepositional phrases.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

#### 5. Other Verbs in Your Simple Sentences

Use other verbs than 'be' to express what happens or what people think.

**In other words**, learn how to use verbs such as play, go, cook, eat, sleep, work, and more to express what happens or what people think.

**S + V + (a, an, the) + (adj) + (N) + (Prep P)**

- 1) *Badr **plays** the piano in the living room.*
- 2) *The teacher **writes** sentences on the board.*
- 3) *We **eat** lunch in the kitchen.*
- 4) *They **buy** food at the supermarket.*

**Exercise (5) Write three Simple Sentences with Other Verbs**

On the numbered space provided below, write three sentences using other verbs.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Writing in English begins with the sentence. Sentences are then combined into larger structures such as paragraphs, essays, reports, etc. There are four sentence types in English. The first sentence type is the most common:

**6. Declarative Sentence**

A declarative sentence "declares" or states a fact, arrangement or opinion. Declarative sentences can be either **positive** or **negative**. A declarative sentence ends with a period/full stop (.).

Examples

- 1) I'll meet you at the train station.
- 2) The sun rises in the East.
- 3) He doesn't get up early.

**Exercise (6) Write any three Declarative Sentences**

On the numbered space provided below, write three declarative sentences.

1. \_\_\_\_\_
2. \_\_\_\_\_

3. \_\_\_\_\_

## 7. Imperative Sentence

The imperative form instructs (or sometimes requests). The imperative takes no subject as 'you' is the implied subject. The imperative form ends with either a period/full stop (.) or an exclamation point (!).

Examples

- 1) Open the door.
- 2) Finish your homework.
- 3) Pick up that mess.

### Exercise (7) Write any three Imperative Sentences

On the numbered space provided below, write three imperative sentences.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## 8. Interrogative Sentence

The interrogative asks a question. In the interrogative form the auxiliary verb precedes the subject which is then followed by the main verb (i.e., Are you coming ....?). The interrogative form ends with a question mark (?).

Examples

- 1) How long have you lived in France?
- 2) When does the bus leave?
- 3) Do you enjoy listening to classical music?

### Exercise (8) Write any three Interrogative Sentences

On the numbered space provided below, write three interrogative sentences.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## 9. Exclamatory Sentence

The exclamatory form emphasizes a statement (either declarative or imperative) with an exclamation point (!).

Examples

Hurry up!

That sounds fantastic!

I can't believe you said that!

### Exercise (9) Write any three Exclamatory Sentences

On the numbered space provided below, write three exclamatory sentences.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

(See below Section 3: Summary of Simple Sentences with Nine (9) Types)

### Section 3: Summary of Simple Sentences with Nine (9) Types

Summary of Simple Sentences with Nine (9) Types	
No.	Simple Sentences
1	S + be + (a) + N We are workers.
2	S + be + Adj We are happy.
3	S+ be + (a, an) + Adj. + N He is a happy man.
4	S + be + (a, an, the)+ (adj.) + (N) + Prep P There is an English book on the table.
5	S+V+(a, an, the)+(adj.)+(N)+(Prep P) They buy food at the supermarket.
6	Declarative Sentence The sun rises in the East.
7	Imperative Sentence Open the door.
8	Interrogative Sentence When does the bus leave?
9	Exclamatory Sentence That sounds fantastic!

## Section 4: Writing Your First Compound Sentences

It has been mentioned that a simple sentence is a sentence with only one Independent Clause (IC) with complete thought (also known as a main clause).

The Independent Clause (IC) is a group of words made up of a subject and a predicate as in I am happy. An Independent Clause (unlike a dependent clause (DC) as when you are happy) can stand alone as a sentence. An independent clause is also known as a main clause or a superordinate clause.

Two or more independent clauses (two simple sentences) can be joined with a coordinating conjunction (CConj) (such as and, but, so, for, yet, nor) to form a compound sentence as in (1. I like apples. 2. I do not eat apples.); these two simple sentences can be joined with the CConj. But to make the compound sentence: I like apples, *but* I do not eat them.

Below, you are going to learn how to write compound sentences:

Compound sentences contain two statements or two simple sentences that are connected by a conjunction (i.e., and, but, or, etc.).

Examples

I wanted to come, but it was late.

The company had an excellent year, so they gave everyone a bonus.

I went shopping, and my wife went to her classes.

### Exercise (2) Write any three Compound Sentences

On the numbered space provided below, write three compound sentences.

1. \_\_\_\_\_
2. \_\_\_\_\_

3. \_\_\_\_\_

## More Practice in Writing Simple and Compound Sentences

### Compound Sentence Worksheet

[http://esl.about.com/od/esl-worksheets/a/Compound\\_sentence\\_worksheet.htm](http://esl.about.com/od/esl-worksheets/a/Compound_sentence_worksheet.htm)

There are three types of sentences in English: Simple, compound and complex sentences. This worksheet focuses on writing compound sentences and is ideal for lower-intermediate classes. Teachers can feel free to print-out this page to use in-class.

### Compound Sentences - What are they?

Compound sentences are made up of two simple sentences connected by a coordinating conjunction. These conjunctions are: (For, And, Nor, But, Or, Yet, So)

Here are some examples of compound sentences:

- 1) Tom arrived home. Then, he ate dinner. → Tom arrived home, and ate dinner.
- 2) We studied many hours for the test. We didn't pass the test. → We studied many hours for the test, but we didn't pass it.
- 3) Badr does not need to buy a new car. He also doesn't need to go on vacation. → Badr does not need to buy a new car, nor does he need to go on vacation.

### Conjunction Use in Compound Sentences

Conjunctions are used for different purposes in sentences. A **comma** (,) is always placed before the conjunction. Here are the main uses of the conjunctions (For, And, Nor, But, Or, Yet, So):

#### (And): Addition –Net Action

- 1) Addition → Tom enjoys playing tennis, **and** he likes cooking.
- 2) Next action → We drove home, **and** we went to bed.

### **(But / Yet): Opposition - Unexpected Results**

- 1) We wanted to visit our friends, **but** we did not have enough money to get a flight.
- 2) Janet did very well on her job interview, **yet** she didn't get the position.

### **(For / So): Cause / Effect**

- 1) Cause → Mary needed some new clothing, **so** she went shopping.
- 2) Effect → They stayed home for the holiday, **for** they had to work.

### **(OR): Choice between Two**

- 1) We thought we might go to see a film, **or** we might have dinner out.
- 2) Angela said she might buy him a watch, **or** she might give him a gift certificate.

### **(Nor): Not One nor the Other**

- 1) We won't be able to visit our friends, **nor** will they be able to visit us this summer.
- 2) Sharon isn't going to the conference, **nor** is she going to present there.

**NOTE:** Notice how when using 'nor' the sentence structure is inverted. In other words, after 'nor' place the helping verb before the subject.

### **Compound Sentence Worksheet**

Use (for, and, nor, but, or, yet, so) to write on each space provided below one compound sentence using the two simple sentences.

1. Badr drove to visit his friend. They went out for dinner.



2. Mary thinks she should go to school. She wants to get qualifications for a new profession.

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3. Alan invested a lot of money in the business. The business went bankrupt.

---

4. Doug didn't understand the homework assignment. He asked the teacher for help.

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5. The students didn't prepare for the test. They didn't realize how important the test was.

---

6. Susan thinks she should stay home and relax. She also thinks she should go on vacation.

---

7. The doctors looked at the x-rays. They decided to operate on the patient.

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8. We went out on the town. We came home late.

---

9. Jack flew to London to visit his Uncle. He also wanted to visit the National Museum.

10. It is raining. It is very cold.

---

11. Henry studied very hard for the test. He passed with high marks.

---

12. I would like to play tennis today. If I don't play tennis, I would like to play golf.

---

13. We needed some food for the week. We went to the supermarket.

---

14. Tom asked his teacher for help. He also asked his parents for help.

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15. Janet doesn't like sushi. She doesn't like any kind of fish.

**Now, check your answers below.**

Answers: Compound Sentence Worksheet

[http://esl.about.com/od/esl-worksheets/a/Compound\\_sentence\\_worksheet\\_2.htm](http://esl.about.com/od/esl-worksheets/a/Compound_sentence_worksheet_2.htm)

1. Badr drove to visit his friend, **and** they went out for dinner.
2. Mariyah thinks she should go to school, **for** she wants to get qualifications for a new profession.
3. Alan invested a lot of money in the business, **but** the business went bankrupt.
4. Doug didn't understand the homework assignment, **so** he asked the teacher for help.

5. The students didn't prepare for the test, ***nor*** did they realize how important the test was.
6. Susan thinks she should stay home and relax, ***or*** she should go on vacation.
7. The doctors looked at the x-rays, ***so*** they decided to operate on the patient.
8. We went out on the town, ***and*** we came home late.
9. Jack flew to London to visit his Uncle, and to visit the National Museum.
10. It is sunny, ***but*** it is very cold.
11. Henry studied very hard for the test, ***so*** he passed with high marks.
12. I would like to play tennis today, ***or*** I would like to play golf.
13. We needed some food for the week, so we went to the supermarket.
14. Tom asked his teacher for help, ***and*** he asked his parents.
15. Janet doesn't like sushi, ***nor*** does she like any kind of fish.

There are other variations that are possible than those provided in the answers. Ask your teacher for other ways to connect these to write compound sentences.

(See below Section 5: Summary of Compound Sentences with Eight (8) Rules)

## Section 5: Summary of Compound Sentences with Eight (8) Rules

(Note: Keep in mind the following: IC = Independent Clause (= Simple Sentence (Complete Thought)), CConj = Coordinating Conjunction (and, but, or, for, nor, yet, so), to Inventive Clause = to InC

Summary of Compound Sentences with Eight (8) Rules	
1	I wanted to come, but it was late. IC + , + CConj (but) + IC
2	Peter drove to visit his friend, and they went out for dinner. IC + , + CConj (and) + IC
3	Mariyah thinks she should go to school, for she wants to get qualifications for a new profession. IC + , + CConj (for) + IC
4	Doug did not understand the homework assignment, so he asked the teacher for help. IC + , + CConj (so) + IC
5	The students did not prepare for the test, nor did they realize how important the test was. IC + , + CConj (nor) + IC
6	Susan thinks she should stay home and relax, or she should go on vacation. IC + , + CConj (or) + IC
7	Janet did very well on her job interview, yet she did not get the position. IC + , + CConj (yet) + IC
8	Jack flew to London to visit his Uncle, and to visit the National Museum. IC + to InC + , + CConj (and) + to InC

## Section 6: Rearranging Sentences to Make and Write Meaningful

### Paragraphs

Given below are simple **short stories**, some of them with one paragraph and others with two or more than two paragraphs. **Each story** is about “**A Specific Topic**” shown below. The **sentences** in each story are **not in their correct or proper order**. **Rearrange** these sentences to make a meaningful story. Remember each paragraph is given separately. Below each paragraph, there is a table with numbered boxes to show the correct order or arrangement; and below the sentences **spaces** have been provided for **rewriting the rearranged sentences**:

#### I. 1<sup>st</sup> Story about “Oh no!”

- a. I felt happy. Oh yes!
- b. I *returned* home. It was raining. Oh no!
- c. I cooked dinner. I *burned* the rice. Oh no!
- d. I ate dinner with my friends and family. We had a *great* time. We laughed and talked together.
- e. I woke up at 7:30. I was late. Oh no!
- f. I got to work. I *missed* the meeting. Oh no!
- g. I went to lunch. I *lost* my wallet. Oh no!

1	2	3	4	5	6	7

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**“Oh no!”**

I woke up at 7:30. I was late. Oh no!

I got to work. I *missed* the meeting. Oh no!

I went to lunch. I *lost* my wallet. Oh no!

I *returned* home. It was raining. Oh no!

I cooked dinner. I *burned* the rice. Oh no!

I ate dinner with my friends and family. We had a *great* time. We laughed and talked together.

I felt happy. Oh yes!

## II. 2<sup>nd</sup> Story about “A Birthday Surprise”

### 1<sup>st</sup> Paragraph:

- a. Her favorite kind of music is rock and roll.
- b. She is *constantly* listening to music on her radio, and her computer is always playing music in her room.
- c. Ella loves music.

1	2	3

### 2<sup>nd</sup> Paragraph:

- a. Ezra, her boyfriend, has decided to surprise her with tickets for her birthday.
- b. She has been *dreaming* about it *daily*.
- c. Her birthday is coming up in a few weeks and she really wants to see a concert to celebrate it.

1	2	3

**3<sup>rd</sup> Paragraph:**

- a. “We are going to your favorite restaurant and then I have a surprise for you,” said Ezra.
- b. “Great,” thought Ella, “The surprise is probably a piece of jewelry or something useless like that.”
- c. “Ella, I am going to pick you up at eight tomorrow night,” said Ezra.
- d. “Great, I will be ready. What are we doing?” asked Ella.

1	2	3	4

**4<sup>th</sup> Paragraph:**

- a. “Okay, thank you so much,” replied Ella.
- b. She opened the envelope and found two front row tickets to her favorite concert.
- c. The following day, Ezra arrived at eight to take Ella to diner.
- d. “Oh wow! Ezra, what a wonderful surprise!” she *exclaimed*.
- e. They ate at her favorite restaurant and as they were paying the bill Ezra gave her an envelope.

f. “Go on, open it,” said Ezra.

1	2	3	4	5	6

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**5<sup>th</sup> Paragraph:**

- a. The band played all of her favorite songs.
- b. Ella and Ezra decided that it was the best birthday celebration she had ever had.
- c. They left the restaurant and went to the concert.
- d. Ella was so excited.
- e. They both had a great time at the concert.

1	2	3	4	5

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### **“A Birthday Surprise”**

Ella loves music. Her favorite kind of music is rock and roll. She is constantly listening to music on her radio, and her computer is always playing music in her room.

Her birthday is coming up in a few weeks and she really wants to see a concert to celebrate it. She has been dreaming about it daily. Ezra, her boyfriend, has decided to surprise her with tickets for her birthday.

“Ella, I am going to pick you up at eight tomorrow night,” said Ezra. “Great, I will be ready. What are we doing?” asked Ella. “We are going to your favorite restaurant and then I have a surprise for you,” said Ezra. “Great,” thought Ella, “The surprise is probably a piece of jewelry or something useless like that.”

The following day, Ezra arrived at eight to take Ella to diner. They ate at her favorite restaurant and as they were paying the bill Ezra gave her an envelope. “Go on, open it,” said Ezra. “Okay, thank you so much,” replied Ella. She opened the envelope and found two front row tickets to her favorite concert. “Oh wow! Ezra, what a wonderful surprise!” she exclaimed.

They left the restaurant and went to the concert. Ella was so excited. They both had a great time at the concert. The band played all of her favorite songs. Ella and Ezra decided that it was the best birthday celebration she had ever had.

### **III. 3<sup>rd</sup> Story about “The Fox and the Crow”**

#### **1<sup>st</sup> Paragraph:**

- a. I feel sure your voice must surpass that of other birds, just as your figure does; let me hear but one song from you that I may greet you as the Queen of Birds."

- b. A Fox once saw a Crow fly off with a piece of cheese in its beak and settle on a branch of a tree.
- c. "That's for me, as I am a Fox," said Master Reynard, and he walked up to the foot of the tree.
- d. "Good-day, Mistress Crow," he cried.
- e. "How well you are looking to-day: how glossy your feathers; how bright your eye.

1	2	3	4	5

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**2<sup>nd</sup> Paragraph**

- a. "That was all I wanted.
- b. In exchange for your cheese I will give you a piece of advice for the future:
- c. "Do not trust flatterers."
- d. The Crow lifted up her head and began to caw her best, but the moment she opened her mouth the piece of cheese fell to the ground, only to be snapped up by Master Fox.
- e. "That will do," said he.

1	2	3	4	5

### ***“The Fox and the Crow”***

A Fox once saw a Crow fly off with a piece of cheese in its beak and settle on a branch of a tree. "That's for me, as I am a Fox," said Master Reynard, and he walked up to the foot of the tree. "Good-day, Mistress Crow," he cried. "How well you are looking to-day: how glossy your feathers; how bright your eye. I feel sure your voice must surpass that of other birds, just as your figure does; let me hear but one song from you that I may greet you as the Queen of Birds."

The Crow lifted up her head and began to caw her best, but the moment she opened her mouth the piece of cheese fell to the ground, only to be snapped up by Master Fox. "That will do," said he. "That was all I wanted. In exchange for your cheese I will give you a piece of advice for the future: "Do not trust flatterers."

## **IV. 4<sup>th</sup> Story “Getting a New Job”**

### **1<sup>st</sup> Paragraph:**

- a. The job sounded *interesting* and offered good pay.
- b. She decided to get information about applying to the job.
- c. It is expensive.
- d. Her parents are going to stop giving her money after college.
- e. Anna is a senior in college. She is in search of a job.

- f. She lives in New York City.
- g. Life there can be very difficult.
- h. This morning, she read in the paper about a job downtown.

1	2	3	4	5	6	7	8

**2<sup>nd</sup> Paragraph:**

- a. “Do I need a cover letter?” asked Anna.
- b. “Yes, you should *include* that in your application as well,” replied the counselor.
- c. “I want to apply for this job I read about in the paper. What do I need to do?” asked Anna.
- d. “You will need to fill out the application. Then, you will need to prepare a resume,” said Anna’s college counselor.

1	2	3	4

**3<sup>rd</sup> Paragraph:**

- a. Her *roommate* was kind enough to edit it for her.
- b. She then typed her cover letter.
- c. When it was finished, she mailed her application.
- d. In a week she received a phone call.
- e. Anna filled out the application.
- f. Then she typed a resume.

1	2	3	4	5	6

**4<sup>th</sup> Paragraph:**

- a. “How about tomorrow morning at ten?” asked Mr. Smith.
- b. “That is perfect. See you then,” said Anna.
- c. “Anna, this is Mr. Smith. I am calling *in reference to* your application. We would like to invite you for an interview,” said Mr. Smith.
- d. “Oh that is great. I can come any time this week,” replied Anna.

1	2	3	4

**5<sup>th</sup> Paragraph:**

- a. Mr. Smith called her the next day and offered her a job.
- b. The next day Anna had her interview.
- c. It was *successful*.

1	2	3

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**“Getting a New Job”**

Anna is a senior in college. She is in search of a job. She lives in New York City. Life there can be very difficult. It is expensive. Her parents are going to stop giving her money after college. This morning, she read in the paper about a job downtown. The job sounded *interesting* and offered good pay. She decided to get information about applying to the job.

“I want to apply for this job I read about in the paper. What do I need to do?” asked Anna. “You will need to fill out the application. Then, you will need to prepare a resume,” said Anna’s college counselor. “Do I need a cover letter?” asked Anna. “Yes, you should *include* that in your application as well,” replied the counselor.

Anna filled out the application. Then she typed a resume. Her *roommate* was kind enough to edit it for her. She then typed her cover letter. When it was finished, she mailed her application. In a week she received a phone call.

“Anna, this is Mr. Smith. I am calling *in reference to* your application. We would like to invite you for an interview,” said Mr. Smith. “Oh that is great. I can come *any time* this week,” replied Anna. “How about tomorrow morning at ten?” asked Mr. Smith. “That is perfect. See you then,” said Anna.

The next day Anna had her interview. It was *successful*. Mr. Smith called her the next day and offered her a job.

## **Section 7: Writing Your First Short Paragraphs**

In beginning level writing classes, students should begin with some very concrete tasks leading up to writing short paragraphs using Simple or Compound Sentences or both. Here are some of the most important first steps in writing that I find help beginning level students gain confidence in writing skills.

These short writing topics are designed for lower level classes and give students an opportunity to write about a number of basic subjects including: yourself/friend/ city and country description,, hobbies, travels, likes and dislikes, brief job descriptions, recipes, etc.

For many students knowing that a sentence begins with a capital letter and ends with a period is a major first step. Make sure to:

- Begin each sentence with a capital letter.
- End each sentence with a period.
- Use capital letters only with proper names, the pronoun 'I', and the first letter of the first word in each sentence.
- Each sentence contains a subject, verb and, usually, a complement.
- Basic sentence structure is Subject + Verb + Complement.
- Begin writing with simple sentences as well as compound sentences.

### ***Personal Descriptions - Introducing Yourself and Others***

Learning to write personal descriptions is important to provide information about yourself or others. This guide to writing personal descriptions is perfect for beginners, or beginning level English learning classes. Begin by writing about yourself by reading the paragraph below, and using the tips to help you write your own personal description. Continue by reading a description of another person and then write a description about one of your friends.



Read the following paragraph. Notice that this paragraph describes the person who is writing the introductory paragraph.

Hello, my name is James. I'm a programmer and I come from Chicago. I live in Seattle with my wife Jennifer. We have two children and a dog. The dog is very funny. I work at a computer company in the city. The company is very famous and successful. Our daughter is named Anna and our Son is named Peter. She is four years old and he is five. We like living and working in Seattle.

### **Tips for Writing a Personal Description about Yourself**

- Use 'come from' for the city or country where you were born. Use 'live' for the city where you currently live.
- Use the present simple tense to explain what you do every day.
- Use 'have' or 'have got' to speak about your children, pets, etc.
- Use 'a' the first time you mention something. For example, *I live in a house.*
- Then use 'the' after the first time you write about it. For example, *I live in a house. The house is in Seattle.*
- Remember to use *he, his, him* for boys and men and *she, her, her* for girls and women. Use 'our' when speaking about the whole family.
- Use 'like doing' when speaking about hobbies.

Now, write a paragraph about yourself. Try to use a variety of verbs and 'a' and 'the' correctly.

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Read each of the following paragraphs. Notice that each paragraph describes a different person than the person who is writing the introductory paragraph.

Tom is my friend. He likes listening to classical music, but doesn't like jazz. He also enjoys traveling abroad. He speaks three languages; English, French and Spanish and often visits France in the summer. He is married and has two children

**OR**

Mariyah is my friend. She is a student at a college in our town. The college is very small. She lives in an apartment in the center of town. She doesn't have a dog or a cat. She studies every day and sometimes works in the evening at a small shop. The shop sells gift items like postcards, games and other small items. She enjoys playing golf, tennis and walking in the countryside.

### **Tips for Writing a Personal Description about a Friend**

- Remember to add 's' to the present simple tense when writing about other people.
- In the present simple tense, 'doesn't' takes the 's' in the negative form.  
Remember to use 'doesn't + verb' in the negative.
- Use *sometimes, often, never*, etc. before the main verb in a sentence.
- Remember to use *he, his, him* for boys and men and *she, her, her* for girls and women.
- Use 'enjoys doing' when speaking about hobbies. It's okay to connect a few verbs using commas, but place 'and' before the final verb in the list when speaking about someone's hobbies. For example, she enjoys playing tennis, swimming and riding horses.

Now, write a paragraph about someone else. You can write about a friend or someone from your family.

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Source: <http://www.about.com/education>

[http://esl.about.com/od/beginningwriting/a/writing\\_personal\\_descriptions.htm](http://esl.about.com/od/beginningwriting/a/writing_personal_descriptions.htm)

### ***My Best Friend***

*My name is Julie. I have a best friend. My friend lives in California. My friend is a girl. She is seventeen years old. Her name is Jessica Roberts. Jessica is cool. I like her a lot. She likes to read. She is a good reader. She is good at English, too. It is her best subject. Jessica is smart. I like to eat lunch with her. We eat lunch on Monday, Tuesday, and Wednesday. Jessica is my best friend.*

Do you have a best friend? What is he or she like? What things do you like to do together?

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### **Writing about Likes and Dislikes**

This is part of a description of a person's likes and dislikes. Read it and respond to the question.

I enjoy reading the classics; Shakespeare, Goethe, Dante and so on, and I enjoy listening to jazz. I don't like going to the disco or rock concerts. I like playing football, tennis and volleyball and I try to play tennis at least once a week

Now write a short description about your likes and dislikes.

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### **Writing about My Home**

Here is part of a description of a person's home. Read it and respond to the question.

*There are three bedrooms, two bathrooms, a kitchen and a big living room. In my kitchen, there is a big table with four chairs. On the table, there are usually some flowers.*

Now write a short description of your home

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### ***My Hobby***

Here is part of a description of a person's hobby. Read it and respond to the question.

*I like traveling because I learn about other cultures. I like trying different kinds of food and drinking the local wine. I think it is important to learn a few words of the country's language. I also like visiting museums when I travel.*

Now, write a short description of your hobby (about 50 words).

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### **“Writing about My Family”**

Directions: Read the story. Then answer the questions below.

Hi, my name is Eric. I am 12. I want to talk about my family. I have two sisters. Their names are Rachel and Carrie. Rachel is 18 years old. Carrie is 10 years old. They

are very nice. My mother's name is Julia. She is 40 years old. My mother is also very nice. My father's name is Andre. He is smart. He is an engineer. He builds bridges. I also have a dog. My dog's name is Paw. He is a big dog. He is a brown dog. He is a big brown dog. I love my family.

(Source: [englishforeveryone.org](http://englishforeveryone.org))

What is your family like? Can you describe the people in your family? Write a paragraph about your family on the following space:

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### **Writing about My City**

The name of my city is \_\_\_\_\_

The famous things of my city are \_\_\_\_\_.

The College/Faculty I attend is \_\_\_\_\_.

My city has a lot of \_\_\_\_\_.

The best place for you to visit in my city is \_\_\_\_\_.

I think my city is great because \_\_\_\_\_.

My favorite restaurant in my city is \_\_\_\_\_.

I think the prettiest street in my city is \_\_\_\_\_.

What is your city like? Can you describe the people, things and places in your city?

Write a paragraph about your city on the following space:

### Writing about My Country

I live in the country of \_\_\_\_\_.

The capital of my country is \_\_\_\_\_.

The governor of my country is \_\_\_\_\_.

The colors of my country flag are \_\_\_\_\_.

The abbreviation for my country is \_\_\_\_\_.

My country is called the \_\_\_\_\_.

A famous person from my country is \_\_\_\_\_.

The country bird is \_\_\_\_\_.

The country flower is \_\_\_\_\_.

The country tree is \_\_\_\_\_.

What is your country like? Can you describe the people, things and places in your country? Write a paragraph about your country on the following space:

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### **My Favorite Show**

I don't have a favorite show, but I like to watch the news. The local news lets me know what is happening in my city and state. The national news keeps me up to date in the country and the world. I watch the news every day. It's always fun to talk about current events with my friends and family.

Directions: use the space below to write about **“Your Favorite Show”**

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### **“My Favorite Time”**

My favorite time of day is morning. I get up early in the morning. The hour before sunrise is a quiet, beautiful time. Sometimes I go for a walk at 5:00 a.m. In the summer, that is when the dew is just beginning to glisten on the grass in the light of the dawn. Birds start to sing, and squirrels scamper from tree to tree searching for breakfast.



Directions: use the space below to write about **“Your Favorite Time”**

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**“My Favorite Food”**

My favorite food is sushi. I love it. It tastes great and is very good for my health. My favorite kind of sushi is sashimi. That is what you call plain sushi that comes without rice or anything else. I like to eat it with soy sauce and horse radish. The only bad thing about sushi is that it can be expensive.

Directions: use the space below to write about **“Your Favorite Food”**

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**My Beginning Free Writing**

Today was a nice day. I left work at 3:30 this afternoon. Then, I went home to paint. I like painting. It is fun because I get to use my imagination. Also, I like painting

because I get to make beautiful colors. When I get more experience, I hope to be a famous painter.

Directions: use the space below to write about anything you want.

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## **Section 8: Capitalization Rules & Punctuation Marks**

### **Capitalization Rules**

This guide to capitalization rules is especially for ESL/EFL students. It contains clear explanations for each rule with simple examples of correct sentences. Once you understand these rules, try the capitalization rules quiz to test your understanding.

#### **Capitalization Rule 1: Capitalize the first word of a sentence**

Examples:

There is something wrong with this cheese.

Strange things have happened recently.

#### **Capitalization Rule 2: Capitalize the pronoun "I"**

Examples:

He asked me where I had bought my jacket.

If I see her, I will give her your message.


#### **Capitalization Rule 3: Capitalize Proper Nouns**

Examples:

I visited California on my vacation.

She gave Badra present for his birthday.

There are many special rules concerning proper nouns. Generally, Proper nouns refer to specific people, places, things, pets, organizations, etc. Remember to always capitalize the name of someone or something. Here are some specific rules to follow:

 Capitalize North, South, East, and West when contained in the name of a place (state, country, etc.) but not when used for giving directions.

Examples: We are planning a vacation in South Africa.

Now, keeping in mind **Capitalization Rule 3**, rewrite the following sentences:

My friend lives in south carolina.

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She lives in Southern Europe.

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I'm going to visit my friends in eastern oregon.

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➡ Capitalize the group name of members of an organization

Examples:

The Neighborhood Players are presenting a musical next week.

Now, keeping in mind **this rule**, rewrite the following sentence:

Some washington democrats would like to see the company up.

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➡ Capitalize company trademarks (product names)

Examples:

My niece loves Converse shoes.

Now, keeping in mind **this rule**, rewrite the following sentence:

Do you prefer Siesta or Aloha products?

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➡ Capitalize common names of periods of time in history

Examples:

The Psychedelic Sixties were pretty groovy baby!

The Dot Com Era lasted far shorter than many people expected.

➡ Capitalize specific events

Examples:

I went to the Tomato Growers Conference in Salinas last weekend.

Have you ever attended the Technoland Convergence Festival?

→ Capitalize acronyms which refer to specific names

Examples:

I prefer to watch PBS tv whenever possible.

The ICAM commissioned a study on OBLOG.

→ Common nouns may be capitalized when used as names for the entire class of something.

Example:

Some feel that Man is destined for outer space!

Names of gods are capitalized, including Allah, Vishnu, and God. The word god is generally not capitalized if it is used to refer to the generic idea of a deity, nor is it capitalized when it refers to multiple gods.

Examples:

Wotan is one of the gods in Wagner's Ring Cycle.

The pastor/preacher prayed that God should deliver us from our sins.

**Capitalization Rule 4: Capitalize days of the week, holidays, and months of the year. Do not capitalize seasons.**

Correct Examples:

She flew to Dallas in September.

Do you have any time on Monday?

Incorrect Examples:

I love skiing in Winter. SHOULD BE I love skiing in winter.

They visited Bob last Summer. SHOULD BE They visited Bob last summer.

**Capitalization Rule 5: Capitalize countries, languages, and nationalities (adjective form of a specific country)**

Examples:

I lived in *Italy* for over 10 years.

Have you ever had any really expensive ***French*** wine?

Do you speak Russian?

**Capitalization Rule 6: Capitalize family relationships when used in place of a name**

Examples:

Have you given Mom her present yet?

I think Dad needs some time off work.

**Capitalization Rule 7: Capitalize titles that come before names. Do not capitalize titles that follow names.**

Correct Examples:

The soldier wrote to General Smith and asked for advice.

Have you spoken to Vice Principal Smothers yet?

Incorrect Examples:

George Washington was the first President of the United States. **SHOULD BE**

George Washington was the first president of the United States.

BadrSmith was elected Mayor in 1995. **SHOULD BE** BadrSmith was elected mayor in 1995.

**Capitalization Rule 8: Capitalize letter salutations (openings) and closings**

Examples:

Dear Mr. Smith,

Best regards,

**Capitalization Rule 9: Special Capitalization Issues**

1. Capitalize the first word in a quote.

This is true even if the quote occurs in the middle of a sentence.

Examples:

The last time I talked to Badr he said, "Study hard and get to bed early!"

Thomas Peterman was a simple man who said, "Give me life, liberty and a bottle of rum!"

2. Capitalize content words in titles.

Remember that content words include nouns, pronouns, principal verbs, adjectives, and adverbs.

Examples:

Rainy Days and Mondays

How to Win Friends and Influence your Neighbors

3. Capitalize the first word in each line of poetry

Roses are red

Violets are blue

I think I said He's in love with you!

Now try the capitalization rules quiz to test your understanding by choosing the correctly capitalized sentences and rewriting it in the space provided below each multiple-choice question:

1.

- a. There is something wrong with this cheese.
- b. There is something wrong with this cheese.

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2.

- a. I visited California on my vacation.
- b. I visited california on my vacation.

---

3.

- a. My friend lives in South Carolina.
  - b. My friend lives in South Carolina.
-

4.

- a. She lives in Southern Europe.
  - b. She lives in southern Europe.
- 

5.

- a. Do you prefer Siesta or Aloha products?
  - b. Do you prefer siesta or aloha products?
- 

6.

- a. I prefer to watch PBS whenever possible.
  - b. I prefer to watch pbs whenever possible.
- 

7.

- a. Wotan is one of the gods in Wagner's Ring Cycle.
  - b. Wotan is one of the Gods in Wagner's Ring Cycle.
- 

8.

- a. Do you have any time on monday?
  - b. Do you have any time on Monday?
- 

9.

- a. The Neighborhood Players are presenting a musical next week.
  - b. The neighborhood players are presenting a musical next week.
- 

10.

- a. Do you speak russian?
  - b. Do you speak Russian?
- 

11.



- a. I think Dad needs some time off work.
  - b. I think dad needs some time off work.
- 

12.

- a. The soldier wrote to General Smith and asked for advice.
  - b. The soldier wrote to general Smith and asked for advice.
- 

## **Punctuation Marks**

If used properly, punctuation marks can greatly enhance the overall structure, organization, and clarity of writing. However, when used improperly, punctuation marks can become cumbersome, inhibiting the reader's ability to understand the material and establish order and flow. Moreover, an excess of punctuation marks can lead to the creation of run-on sentences - sentences in which two or more independent clauses (i.e., complete sentences) are joined without appropriate punctuation or conjunction. For these reasons, it is beneficial to learn how to properly use punctuation marks.

Punctuation marks are symbols that indicate the structure and organization of written language, as well as intonation and pauses to be observed when reading aloud.

In written English, punctuation is vital to disambiguate the meaning of sentences. For example, "woman, without her man, is nothing" (emphasizing the importance of men) and "woman: without her, man is nothing" (emphasizing the importance of women) have greatly different meanings, as do "eats shoots and leaves" (to mean "consumes plant growths") and "eats, shoots and leaves" (to mean "eats firstly, fires a weapon secondly, and leaves the scene thirdly"). "King Charles walked and talked; half an hour after, his head was cut off" is less surprising than "King Charles walked

and talked half an hour after his head was cut off". (For English usage, see the articles on specific punctuation marks.)

The rules of punctuation vary with language, location, register and time and are constantly evolving. Certain aspects of punctuation are stylistic and are thus the author's (or editor's) choice.

## 1. End Punctuation

### i. *Exclamation Points !!!!!*

Exclamation points are used to show strong emotion.

Directions: Decide if the following sentences should end with an exclamation point.

Example: I am so happy! We won the game.                      Yes    No

- |   |     |    |
|---|-----|----|
| 1) Can we go now                                | Yes | No |
| 2) Ouch! I hurt my knee                         | Yes | No |
| 3) What time is it                              | Yes | No |
| 4) I am tired                                   | Yes | No |
| 5) Where are we going                           | Yes | No |
| 6) I am so excited because today is my birthday | Yes | No |
| 7) Good morning everyone.                       | Yes | No |
| 8) Does anyone know his name                    | Yes | No |
| 9) Hooray! We are finally free                  | Yes | No |
| 10) "Hey!" the man yelled, "Please help me"     | Yes | No |
| 11) Do you know how to get to 12 street         | Yes | No |
| 12) My car is old                               | Yes | No |
| 13) I am sleepy                                 | Yes | No |
| 14) The airplane is going to crash              | Yes | No |
| 15) I just won the lottery                      | Yes | No |

## **ii.     *Periods/Full-stops***

The period has three primary functions:

- 1) To show that a sentence has ended
- 2) To show that an abbreviation has ended
- 3) As a decimal point

- 1) To show that a sentence has ended

Example: We are going to the mall today.

Directions: Use periods to show that the following sentences have ended.

- 1) I must get a new car soon
- 2) If we don't get some milk, we will not be able to eat our cereal

- 2) To show that an abbreviation has ended

Example: We are shopping on State St. today.

Note: use only one period to end a sentence.

Directions: Use periods to show that the following abbreviations have ended.

- 1) I want to move to Boulder, CO when I get older.
- 2) Today is Oct 6th 2007.

- 3) As a decimal point

Example: The shoes cost \$42.99.

Directions: Use periods as a decimal point in the following sentences.

- 1) The dentist charges \$6200 for an office visit.
- 2) The baby weighed 72 pounds at birth.

## **iii.     *Question Marks***

Question Marks are used to end a question.



Example: There was only one way he could win: he had to cheat.

3) Before a quotation.

Example: This is what Plato had to say about mathematicians: “I have hardly ever known a mathematician who was capable of reasoning.”

4) After the salutation in a business letter or memo.

Example: Dear Senator Harkin:

5) To separate chapter and verse in scripture.

Example: The Sunday school class studied James 4:10

6) To separates hours from minutes.

Example: Our soccer game starts at 7:30.

7) To show ratios.

Example: Pour in the milk and water at a 3:1 ratio.

Directions: Fill in the missing colons.

- 1) I gave you the spray bottles for one reason to clean the windows.
- 2) You will need the following ingredients milk, sugar, flour, and eggs.
- 3) Johann set the alarm clock for 6 00.
- 4) My father ended every conversation the same way “Don’t give up.”
- 5) Dear Mr. Kurasu of the Kiragowa Corporation
- 6) Mix the oil and vinegar at a 1 2 ratio.
- 7) I have invited the following people to my party Kevin, Amy, and Keeley.
- 8) There is only one way to make it to the top hard work.

9) The soldier shouted the following before leaving to war “We shall return victorious!”

**Answer key:**

- 1) I gave you the spray bottles for one reason: to clean the windows.
- 2) You will need the following ingredients: milk, sugar, flour, and eggs.
- 3) Johann set the alarm clock for 6:00.
- 4) My father ended every conversation the same way: “Don’t give up.”
- 5) Dear Mr. Kurasu of the Kiragowa Corporation:
- 6) Mix the oil and vinegar at a 1:2 ratio.
- 7) I have invited the following people to my party: Kevin, Amy, and Keeley.
- 8) There is only one way to make it to the top: hard work.
- 9) The soldier shouted the following before leaving to war: “We shall return victorious!”

**v. Semicolon ;**

The **semicolon** has three primary functions:

- 1) To combine closely related complete sentences (independent clauses) which are not joined by a conjunction.

Example: The man was wet; he was standing in the rain without an umbrella.

In this example, there are two complete sentences (independent clauses):

#1: “The man was wet.” (independent clause)

#2 “He was standing in the rain without an umbrella.” (independent clause)

These clauses are separated by a semicolon.

Directions: Use a semicolon in the appropriate place to combine the following independent clauses.

- 1) I am hot I am wearing a sweater and a jacket.

- 2) The president was very popular he easily won the election.
- 3) I cannot buy a new car I do not have much money.

- 2) To separate complete sentences (independent clauses) those are joined by a conjunctive adverb.

Here is a list of common conjunctive adverbs: in addition, thus, nevertheless, therefore, still, however, indeed, furthermore, then

Example: Jane likes fruit; however, she does not like apples.

In this example, there are two complete sentences (independent clauses):

#1: "Jane likes fruit." (Independent clause)

#2 "She does not like apples." (independent clause)

These clauses are separated by a semicolon and the conjunctive adverb "however".

Directions: Use a semicolon and a conjunctive adverb to combine the following independent clauses.

- 1) I am wearing a sweater and a jacket \_\_\_\_\_ I am cold.
- 2) The old dog is blind \_\_\_\_\_ it is deaf.
- 3) Mix all the ingredients \_\_\_\_\_ put the batter in the oven.

- 3) To separate items in a list when commas alone would be confusing.

Example: The school specializes in three fields of study: economics, the study of the economy; philosophy, the study of thought; and anthropology, the study of mankind.

Directions: Use a semicolon in the appropriate place to separate items in a list in the following sentences.

- 1) The answers to the test are: 1, A 2, D 3, F and 4, B.

- 2) The group was composed of three young people: Mariyah, who was 32 years old Javier, who was 28 years old and Ming, who was 17 years old.
- 3) On the trip, we drove through Tampa, Florida Wichita, Kansas and Fresno, California.

***(Semicolons Practice quiz)***

Directions: Use a semicolon in the appropriate place to combine the following independent clauses.

- 1) I want to wear the red shirt my favorite color is red.
- 2) Janie easily got an A on the test she studies very hard.
- 3) I hope I get a lot of presents today is my birthday.
- 4) The war is imminent the armies are ready.

Here is a list of common conjunctive adverbs: in addition, thus, nevertheless, therefore, still, however, indeed, furthermore, then

Directions: Use a semicolon and a conjunctive adverb to combine the following independent clauses.

- 1) I am really tired \_\_\_\_\_ I cannot get to sleep.
- 2) I am wearing a sweater and a jacket \_\_\_\_\_ I am cold.
- 3) Our mission seemed impossible \_\_\_\_\_ we tried our best to accomplish it.

Directions: Use a semicolon in the appropriate place to separate items in a list in the following sentences.

- 1) The store will be closed on the following days: Thursday, Dec. 24th Friday, Dec. 25<sup>th</sup> Saturday, Dec. 26th and Sunday Dec. 27th.
- 2) The company hired three new employees: Robert, who was 42 years old Juan, who was 28 years old and Dana, who was 24 years old.



## **Answers:**

### **Section 1**

- 1) I want to wear the red shirt; my favorite color is red.
- 2) Janie easily got an A on the test; she studies very hard.
- 3) I hope I get a lot of presents; today is my birthday.
- 4) The war is imminent; the armies are ready.

### **Section 2**

- 1) I am really tired; however I cannot get to sleep.
- 2) I am wearing a sweater and a jacket; still I am cold.
- 3) Our mission seemed impossible; nevertheless we tried our best to accomplish it.

### **Section 3**

- 1) The store will be closed on the following days: Thursday, Dec. 24th; Friday, Dec. 25th; Saturday, Dec. 26th; and Sunday Dec. 27th.
- 2) The company hired three new employees: Robert, who was 42 years old; Juan, who was 28 years old; and Dana, who was 24 years old.

## **2. Commas (8 Comma Rules)**

In English, there are 8 Rules of Commas as punctuation marks. These are illustrated below and provided with practice quiz to test your writing ability.

### **Comma Rule 1) Use commas to separate items in a list of three or more:**

Remember that an “item” may refer to a noun, verb, or adjective phrase.

Note: Usage of a comma to separate the second-to-last from the last item is optional.

Example: I need to buy eggs milk lettuce and bread.

I need to buy eggs, milk, lettuce, and bread.

Now, keeping in mind Commas Rule 1, rewrite the following sentences by adding commas where needed for lists of three or more.

1. My three favorite foods are pasta pizza and ice cream.

---

2. I need to call Sally Tom Brad and Kelly about the party.

---

3. The brown fluffy large dog ran across the street.

---

4. I have to run to the store get my hair cut and pick up the kids from daycare.

---

5. Jessica sings with power passion and strength.

---

6. The colors of the sunset include red orange yellow and pink.

---

**Comma Rule 2) Use a comma to separate independent clauses (complete thoughts) when they are joined by the following conjunctions: (and / or / for / nor / so / but / yet )**

Note: The comma should come before the conjunction.

Example: I want to buy the new jacket but it is too expensive.

I want to buy the new jacket, but it is too expensive.

In this example, there are two independent clauses:

1: "I want to buy the new jacket." (Complete thought)

2 "It is too expensive." (Complete thought)

These clauses are separated by a comma before the conjunction "but".

Now, keeping in mind the Comma Rule 2, rewrite the following sentences by adding commas where needed to separate independent clauses (complete thoughts).

1. I like to run but not when it's hot.

---

2. We can go to the grocery store or we can go to the mall.

---

3. I do not want a dog nor do I want a cat.

---

4. Karen wants to go to the farm yet her sister does not like farms.

---

5. We will go to the grocery store for we are out of food.

---

6. The car needs repairs but we cannot afford the costs.

---

**Comma Rule 3) Use a comma to separate a dependent clause (incomplete thought) from an independent clause (complete thought).**

Here are some examples of sentences with dependent and independent clauses:

1) When I get older, I will be able to drive. (Dependent), (Independent).

2) If you are good, I will buy you a toy. (Dependent), (Independent).

Example: Without water the plant will die.

Without water, the plant will die.

Now, keeping in mind the Comma Rule 3, rewrite the following sentences by adding commas where needed to separate Independent and Dependent Clause.

1. When I get to the mall I will go to the food court.

---

2. After ten minutes I asked the nurse about the medicine.

---

3. Because the car broke down I had to call for help.

---

4. When the flight lands I will hug my family.

---

5. Until the gas prices go down I will work two jobs.

---

**Comma Rule 4) Use a comma(s) to separate any word or phrase from the rest of the sentence that is not essential to the sentence's meaning. This phrase usually provides extra information about the subject.**

Here are some examples of sentences with words/phrases that are not essential to the sentence's meaning:

- 1) My brother, a 26 year old male, is watching TV.
- 2) Amy Rivers, my best friend, is going to the mall today.
- 3) I am ready for my dad, a hard working man, to come home.

Example: My mother on the other hand does not like chocolate.

My mother, on the other hand, does not like chocolate.

Now, keeping in mind the Comma Rule 4, rewrite the following sentences by adding commas where needed to separate Separating phrases that are not essential from the rest of the sentence.

1. Tomorrow Wednesday we will take a trip to the zoo.

---

2. My brother a 22 year old male graduated from college today.

---

3. I like video games but my sister on the other hand does not.

---

4. You however are very sunburned.

---

5. John for example likes to work.

---

**Comma Rule 5) Use a comma to separate a quotation from the rest of a sentence.**

Example: “We need to buy more sugar” she said “before it runs out!”

“We need to buy more sugar,” she said, “before it runs out!”

Now, keeping in mind the Comma Rule 5, rewrite the following sentences by adding commas where needed to separate a quotation/quotes from the rest of a sentence.

1. “Gas is too expensive” said the experienced driver.

---

2. “Ouch” screamed the boy after he was stung by a bee.

---

3. The sister told the brother “of course I will pick you up.”

---

4. “Ready, Set, Go” yelled the mom before the treasure hunt.

---

5. The crowd cheered “Happy Birthday” as the party started.

---

6. “Yes” said the girl to her mother “I am on my way home.”

**Comma Rule 6) Use a comma to separate an introductory element from the rest of a sentence.**

Example: Hi how are you?

Hi, how are you?

Now, keeping in mind the Comma Rule 6, rewrite the following sentences by adding commas where needed to separate introductory elements from the rest of a sentence.

1. Yes we can find a place for you to stay over the weekend.

---

2. I'm sorry I did not understand what you said.

---

3. Excuse me you left your bag on the counter.

---

4. Wait I think we need to make a left turn up ahead.

---

5. Unfortunately my favorite flavor was sold out.

---

6. Well you can call again tomorrow to see if Mr. Roberts is in.

---

**Comma Rule 7) Use a comma to separate the name of a city from a country or state.**

Example: I live in Chapel Hill North Carolina.

I live in Chapel Hill, North Carolina.

Now, keeping in mind the Comma Rule 7, rewrite the following sentences by adding commas where needed to separate towns, states, and countries.

1. Paris France is my favorite place to visit.

---

2. The capital of the United States is Washington D.C.

---

3. Taylor Lives in Nashville TN.

---

**Comma Rule 8) Use a comma to separate the day of the week, the day of the month, and the year.**

Example: Today is Thursday April 18 1943.

Today is Thursday, April 18, 1943.

Now, keeping in mind the Comma Rule 8, rewrite the following sentences by adding commas where needed to separate days, and months.

1. Today is Tuesday June 10th 1992.

---

2. The Summer Olympics will begin on Friday August 8th 2008.

---

3. His Birthday is on February 23rd 1972.

---

All above from: [englishforeveryone.org](http://englishforeveryone.org)

### **3. Quotation Marks**

In English, quotation marks have five primary functions:

- 1) When repeating someone's exact words

Example: "I feel sleepy," Jim said.

In this example, the speaker is repeating Jim's exact words, "I feel sleepy." Notice that a comma (or a question mark, exclamation point, or period) is used inside the quotation mark where Jim's exact words are interrupted by the speaker.

Example: Jim said, "I feel sleepy."

Again, the speaker is repeating Jim's exact words, "I feel sleepy." Notice that a comma is used before the quotation mark where the speaker's words are interrupted by Jim's exact words. Also notice that the first letter of the quoted speech is capitalized, and that punctuation used at the end of the sentence comes inside the final quotation mark.

Example: "I feel sleepy," Jim said, "But I don't want to go to bed!"

In this example, two of Jim's phrases are repeated. The speaker interrupts the phrases to provide the reader information about them.

Example: "Jim said, 'I feel sleepy,'" recalled Jacob.

In this example, the speaker is repeating Jacob's exact words, who is repeating Jim's exact words. When you have a quotation inside a quotation, use a single quotation mark to offset it.

Note: Quotation marks are unnecessary when paraphrasing someone's exact words.

Example: "Help!" cried Ana.

In this example, we are repeating Ana's exact words. Therefore, we need to use quotation marks.

Example: Ana cried for help.

In this example, we are paraphrasing Ana's exact words. Therefore, we do not need to use quotation marks.

## 2) To show irony

Example: My friend energetic claimed that he was "too tired" to help me.

In this example, quotation marks are used to offset the phrase "too tired" because it is ironical. The speaker is trying to show the reader that the friend was not too tired, and that there must have been a better reason for his unwillingness to help.

## 3) To show an unusual usage of a word or phrase

Example: It seems difficult to "know" everything about the human body.

In this example, quotation marks are used to offset the word "know" because it is used in an unusual way. The speaker wants to show that the notion of "knowing" everything about the human body seems somewhat absurd.

## 4) To refer to a word itself rather than its associated meaning

Example: The word "cooper" refers to someone who makes barrels.



In this example, quotation marks are used to offset the word “cooper” because the speaker is referring to the word itself rather than its associated meaning.

5) To refer to nicknames and false titles.

Example: Mike “Kid Dynamite” Tyson is a boxer.

In this example, quotation marks are used to offset a nickname.

Now, use quotation marks, capital letters, and any other punctuation necessary to rewrite the following sentences correctly. Write “Correct” if the sentence does not need any additional punctuation.

1) Are we there yet she asked.

---

2) The engineer told us that the bridge would support the truck.

---

3) The Charleston Cougars are playing the Cary Rail Hawks in soccer tonight.

---

4) I am tired the boy said and then drifted off to sleep.

---

5) We really should be going now she said.

---

6) I received an incomplete on my homework because I forgot to write my name on it.

---

7) Whenever my mother claims to have an emergency, it’s usually nothing more than a paper cut.

---

8) Starry Night, by Van Gogh, is a beautiful painting.

---

9) Excuse me he said do you have the time?

---

10) The word chandler refers to someone who makes candles.

---

11) She said that she didn't know where she was going.

---

12) Mommy can I have an apple he asked.

---

13) The mother said that the obnoxious child simply had a lot of energy.

---

14) The judge told us that it would do us some good to spend a little time in prison before sentencing us to 30 years.

---

15) James wondered if there was anybody home.

---

16) The president yelled we must have peace

---

17) Billy the kid was a famous western gunslinger.

---

18) Jim said you can leave now Aunt June said.

---

**Answer Key:**

1) "Are we there yet?" she asked.

2) Correct.

3) The Charleston "Cougars" are playing the Cary "Rail Hawks" in soccer tonight.

4) "I am tired," the boy said, and then drifted off to sleep.

5) "We really should be going now," she said.

6) I received an "incomplete" on my homework because I forgot to write my name on it.

- 7) Whenever my mother claims to have an “emergency”, it’s usually nothing more than a paper cut.
- 8) “Starry Night”, by Van Gogh, is a beautiful painting.
- 9) “Excuse me,” he said, “Do you have the time?”
- 10) The word “chandler” refers to someone who makes candles.
- 11) Correct
- 12) “Mommy, can I have an apple?” he asked.
- 13) The mother said that the obnoxious child simply had a lot of “energy”.
- 14) The judge told us that it would do us some good to spend a “little time” in prison, before sentencing us to 30 years.
- 15) Correct
- 16) The president yelled, “We must have peace!”
- 17) Billy “The Kid” was a famous western gunslinger.
- 18) “Jim said, ‘you can leave now,’” Aunt June said.

## **Apostrophes**

The apostrophe has two primary functions:

### 1) To show possession of a noun

- i. Add ’s to the singular form of the word (even if it ends in -s):

I drive near the president’s house every day.

I like James’s car.

- ii. Add ' to the end of plural nouns that end in -s:

These are my sisters’ dresses.

These are my friends’ pencils.

- iii. Add ’s to the last noun to show joint possession of an object:

We are at Todd and Anne’s apartment.

Note: Apostrophes should not be used with possessive pronouns because possessive pronouns already show possession -- they don't need an apostrophe. His, her(s), its, my, mine, your(s), our(s), their(s) are all possessive pronouns.

Note: As a general rule, if the possessive noun is an inanimate object (not living, no causal agency) then no apostrophe is needed. There are exceptions to this rule, however.

Example: That is the door of the car. That is the car door.

In the example, notice that the car does not need a possessive apostrophe because it is an inanimate object.

2) To show the omission of letters and to form contractions

Apostrophes are used to show any omission of letters in a word.

Apostrophes are also used to form contractions. A contraction is a combination of two words which results in a single word. The apostrophe is used where letters have been omitted. Contractions are common in speaking and in informal writing.

Here are some examples of contractions:

Affirmative Contractions

Negative Contractions

Note: the only time you need to use an apostrophe for “it is” is when forming the contraction “it’s”. “Its” (with no apostrophe) is used to show possession.

## **Apostrophes Quiz**

### **Section 1: Possession**

Directions: Change “\_\_\_\_\_ of the \_\_\_\_\_” phrases into possessive noun phrases using an apostrophe.

1. I need to wash the clothes of my son. \_\_\_\_\_.

2. The colors of the college are green and yellow. \_\_\_\_\_.
3. The kid of Joe is an energetic boy. \_\_\_\_\_.
4. Listen to the story of the family. \_\_\_\_\_.
5. I want to go to the sale of the store. \_\_\_\_\_.
6. Do you want to listen to the music of the band? \_\_\_\_\_.
7. The price of the toy is large. \_\_\_\_\_.
8. Look at the color of the sky. \_\_\_\_\_.
9. The artwork of Picasso is well known. \_\_\_\_\_.
10. The sound of the boat was loud. \_\_\_\_\_.

### Section 2: Omission of letters.

Directions: use apostrophes in the following sentences to make contractions.

1. I do not understand math. \_\_\_\_\_.
2. I will not go outside during storms. \_\_\_\_\_.
3. I am waiting for a call. \_\_\_\_\_.
4. Who is going to the movies? \_\_\_\_\_.
5. They are brother and sister. \_\_\_\_\_.
6. We could not receive our mail. \_\_\_\_\_.
7. You should not believe everything you hear. \_\_\_\_\_.
8. He will become president one day. \_\_\_\_\_.
9. I did not win the lottery. \_\_\_\_\_.
10. We are not new students. \_\_\_\_\_.

### Section 3: Contractions and Possession.

Directions: use apostrophes in the following sentences as either a contraction or a possession.

1. Where is the cat? \_\_\_\_\_.
2. I want to smell the scent of the flowers. \_\_\_\_\_.
3. What is the name of your friend? \_\_\_\_\_.

4. We are dealing with trouble.\_\_\_\_\_.
5. The home of James is clean.\_\_\_\_\_.
6. We should visit the show of our friend. \_\_\_\_\_.
7. Sarah does not like the taste of crab. \_\_\_\_\_.
8. I missed the birthday of Wade. \_\_\_\_\_.
9. The heat of the sun is intense. \_\_\_\_\_.
10. It is a rainy day. \_\_\_\_\_.

All above from: englishforeveryone.org

<http://www.englishforeveryone.org/Topics/Punctuation.htm>

Section 1:

1. I need to wash my son's clothes.
2. The college's colors are green and yellow.
3. Joe's kid is an energetic boy.
4. Listen to the family's story.
5. I want to go to the store's sale.
6. Do you want to listen to the band's music?
7. The toy's price is large.
8. Look at the sky's color.
9. Picasso's artwork is well known.
10. The boat's sound was loud.

Section 2:

1. I don't understand math.
2. I won't go outside during storms.
3. I'm waiting for a call.
4. Who's going to the movies?
5. They're brother and sister.
6. We couldn't receive our mail.
7. You shouldn't believe everything you hear.
8. He will become president some day.
9. I didn't win the lottery.
10. We aren't new students.

Section 3:

1. Where's the cat?
2. I want to smell the flowers' scent.
3. What's your friend's name?
4. We're dealing with trouble.
5. James's home is clean.
6. We should visit our friend's show.
7. Sarah doesn't like the crab's taste.
8. I missed Wade's birthday.
9. The sun's heat is intense.
10. It's a rainy day.

## Dashes

A **dash** is a very specialized punctuation mark reserved for only a few special situations. However, many writers use it incorrectly in place of other marks. Dashes call attention to themselves. A careful writer uses them sparingly. Dashes are very effective if used correctly, but they lose their impact if overused. Remember to distinguish a dash from a hyphen when typing. A dash is two hyphens (--).

1. Use a dash to mark a sudden break in thought or to insert a comment.

Examples:

Here is your sandwich and your—Look out for that bee!

I remember the day—what middle-aged person doesn't—that President Kennedy was shot.

John is sorry—we all are—about your unfortunate accident.

2. Use a dash to emphasize explanatory material. You don't have to use a dash, but you may.

Examples:

Knowing yourself—your thoughts, values, and dreams—is the most important knowledge.

“The writer is by nature a dreamer—a conscious dreamer.”—*Carson McCullers*

We spend our summers in Canada—Ontario, to be precise.

3. Use a dash to indicate omitted letters or words.

Examples:

“Oh, da—, I can't believe I forgot to mail that package!”

“Hello?—Yes, I can hear you just fine.—Of course—I think I can.—Good!—I'll see you later.—”

4. Use a dash to connect a beginning phrase to the rest of the sentence.

Examples:

Honesty, integrity, tenacity—these are marks of motivated salespeople.

Nashville, Tennessee; Olympia, Washington; Ocala, Iowa—these are the prospective locations.



## Practice

Choose the option in which dashes and other punctuation are used correctly in each of the following sets.

1. a. The instructor had only one goal—to be sure everyone learned the basics of web design.  
b. The instructor had only one goal to be sure everyone learned—the basics of web design.
2. a. Her preference—just in case anyone asks, is to find an inexpensive Italian restaurant for dinner.  
b. Her preference—just in case anyone asks—is to find an inexpensive Italian restaurant for dinner.
3. a. Mr. Jackson can be such an annoying, I suppose I should be careful about what I say.  
b. Mr. Jackson can be such an annoying—I suppose I should be careful about what I say.
4. a. New York, Chicago, Atlanta—these are the cities on her itinerary.  
b. New York, Chicago, Atlanta: These are the cities on her itinerary.
5. a. I've managed to misplace that d— memo that I wrote—Oh, it's right on my desk.  
b. I've managed to misplace that d— memo that I wrote, Oh it's right on my desk.

## Answer key

1. a. 2. b. 3. b. 4. a. 5. a.

## Section 9: Your Print Handwriting Practice of Small Letters and Capital Letters

The premise behind the **Print Handwriting Practice** in this course-book is simple and straightforward and -- frequent- focused practice of a skill leads to a mastery and retention of that skill.

### Print Handwriting Practice with Guidelines

First of all, you are going to learn and practice Print handwriting with guidelines based on a language used to model and practice proper Print-Formation of English **Lower-Case/Small Upper-Case/Capital Letters** where your teacher / lecturer will have you say the language with him/her as you trace or write a letter on a **three-lines-stave**; then you are going to learn and practice print handwriting of **sentences** on several lines of three-lines-staves as indicated in every case below.

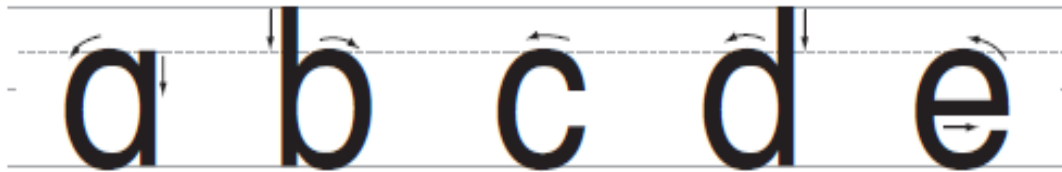
### Print Handwriting Practice of English Letters

#### Language Used to Model and Practice Lower Case Print-Formation of English Letters

This language may be used to model and practice proper Print-Formation of the lower case of English letters. Your teacher / lecturer will have you say the language with him/her as they trace or write a letter.

#### Language Used to Model Lower Case Print-Formation of a, b, c, d, and e

Language Used to Model Lower Case Print-Formation of a, b, c, d, and e
a → pull back, around, up, and down
b → pull down, up, around
c → pull back and around
d → pull back, around, up, and down
e → pull across, back and around

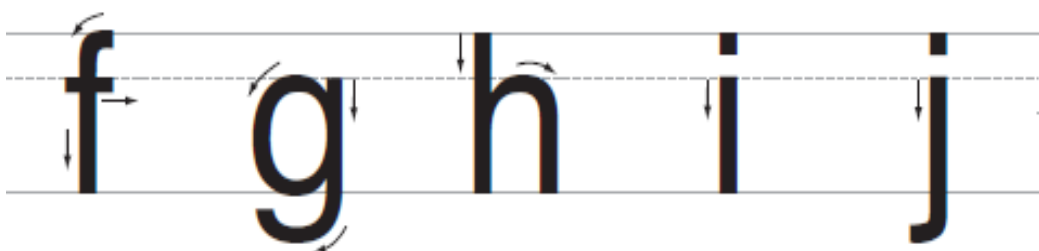


Carefully and neatly copy the above 5 lower case letters on the following three lines of the three-line-staves:

Three sets of three-line staves (top solid green line, middle dashed green line, bottom solid red line) for handwriting practice.

### Language Used to Model Lower Case Print-Formation of f, g, h, i, and j

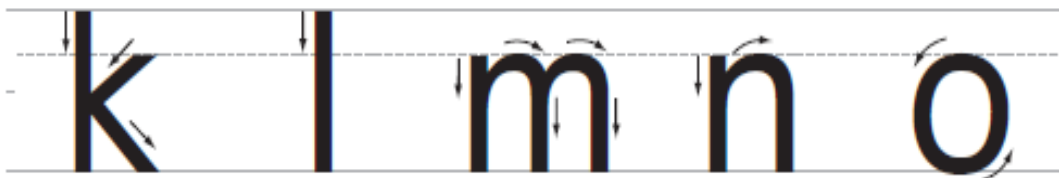
Language Used to Model Lower Case Print-Formation of f, g, h, i, and j
f → pull back, down, and cross
g → pull back, around, up, down and under
h → pull down, up, over, and down
i → pull down, dot
j → pull down, curve around, dot



Carefully and neatly copy the above 5 lower case letters on the following three lines of the three-line-staves:

### Language Used to Model Lower Case Print-Formation of k, l, m, n, and o

Language Used to Model Lower Case Print-Formation of k, l, m, n, and o
k → pull down, pull in, pull out
l → pull down
m → pull down, up, over, down and up, over and down
n → pull down, up, over and down
o → pull back and around

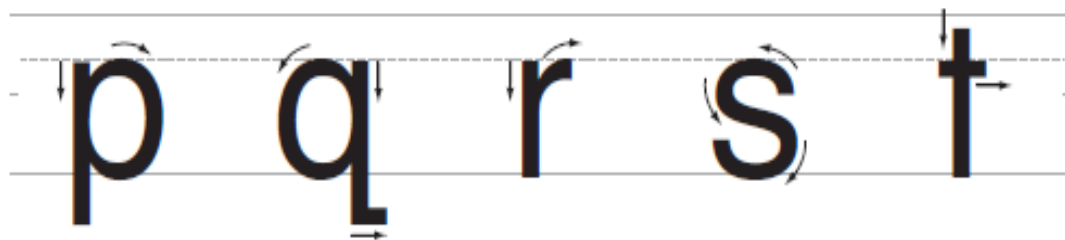


Carefully and neatly, copy the above 5 lower case letters on the following three lines of the three-line-staves:

---

---

---



Language Used to Model Lower Case Print-Formation of p, q, r, s, and t
p → pull down, up, and around
q → pull back, around, up, down and up
r → pull down, up, and over
s → pull back, in, around, and back
t → pull down and cross

Carefully and neatly, copy the above 5 lower case letters on the following three lines of the three-line-staves:

Three sets of three-line staves (top solid green line, middle dashed green line, bottom solid red line) for copying practice.

### Language Used to Model Lower Case Print Formation of u, v, w, x, and y

Language Used to Model Lower Case Print-Formation of u, v, w, x and y
u → pull down, around, up, and down
v → slant down, up
w → slant down, up, down, up
x → slant down, slant down
y → slant in, slant and down



Carefully and neatly, copy the above 5 lower case letters on the following three lines of the three-line-staves

Handwriting practice lines consisting of three sets of three-line staves (top solid green line, middle dashed green line, bottom solid red line).

### Language Used to Model Lower Print-Formation of z

Language Used to Model Lower Case Print-Formation of z
--

z → across, slant down, and cross
-----------------------------------



Carefully and neatly, copy the above last lower case letter z on the following three lines of the three-line-staves:

Handwriting practice lines consisting of three sets of three-line staves (top solid green line, middle dashed green line, bottom solid red line).

## Language Used to Model and Practice Upper Case Print-Formation of English Letters

This language may be used to model and practice proper Print-Formation of the upper case of English letters. Your teacher / lecturer will have you say the language with him/her as they trace or write a letter.

### Language Used to Model Upper Case Print-Formation of A B C D and E

Language Used to Model Upper Case Print-Formation of A B C D and E
A → slant down, slant down, across
B → pull down, up, around and in, around and in
C → pull back and around
D → pull down, up and around
E → pull down, across, across, and across



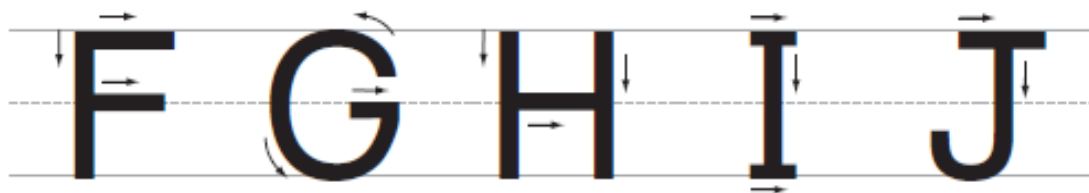
Carefully and neatly, copy the above 5 upper case letters on the following three lines of the three-line-staves:

<div style="border-bottom: 2px solid green; height: 10px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed green; height: 10px; margin-bottom: 5px;"></div> <div style="border-bottom: 2px solid red; height: 10px;"></div>
<div style="border-bottom: 2px solid green; height: 10px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed green; height: 10px; margin-bottom: 5px;"></div> <div style="border-bottom: 2px solid red; height: 10px;"></div>
<div style="border-bottom: 2px solid green; height: 10px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed green; height: 10px; margin-bottom: 5px;"></div> <div style="border-bottom: 2px solid red; height: 10px;"></div>



## Language Used to Model Upper Case Print-Formation of F G H I and J

Language Used to Model Upper Case Print-Formation of F G H I and J
F → pull down, across, across
G → pull back, around, across
H → pull down, pull down, across
I → pull down, across, across
J → pull down, curve around, across



Carefully and neatly, copy the above 5 upper case letters on the following three lines of the three-line-staves:

<div style="border-bottom: 2px solid green; height: 10px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed green; height: 10px; margin-bottom: 5px;"></div> <div style="border-bottom: 2px solid red; height: 10px;"></div>
<div style="border-bottom: 2px solid green; height: 10px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed green; height: 10px; margin-bottom: 5px;"></div> <div style="border-bottom: 2px solid red; height: 10px;"></div>
<div style="border-bottom: 2px solid green; height: 10px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px dashed green; height: 10px; margin-bottom: 5px;"></div> <div style="border-bottom: 2px solid red; height: 10px;"></div>

## Language Used to Model Upper Case Print-Formation of K, L, M, N, and O

Language Used to Model Upper Case Print-Formation of K, L, M, N, and O
K → pull down, slant in, slant out
L → pull down, across

M → pull down, slant down, slant down, pull down
N → pull down, slant down, pull up
O → pull back and around



Carefully and neatly, copy the above 5 upper case letters on the following three lines of the three-line-staves:

<div style="border-bottom: 2px solid green; height: 10px; margin-bottom: 5px;"></div> <div style="border-bottom: 2px dashed green; height: 10px; margin-bottom: 5px;"></div> <div style="border-bottom: 2px solid red; height: 10px;"></div>
<div style="border-bottom: 2px solid green; height: 10px; margin-bottom: 5px;"></div> <div style="border-bottom: 2px dashed green; height: 10px; margin-bottom: 5px;"></div> <div style="border-bottom: 2px solid red; height: 10px;"></div>
<div style="border-bottom: 2px solid green; height: 10px; margin-bottom: 5px;"></div> <div style="border-bottom: 2px dashed green; height: 10px; margin-bottom: 5px;"></div> <div style="border-bottom: 2px solid red; height: 10px;"></div>

### Language Used to Model Upper Case Print-Formation of P, Q, R, S, and T

Language Used to Model Upper Case Print-Formation of P, Q, R, S, and T
P → pull down, up, and around
Q → pull back and around, cross
R → pull down, up, around, down, in, and slant down
S → pull back, in, around, down, and back around
T → pull down, across



Carefully and neatly copy, the above 5 upper case letters on the following three lines of the three-line-staves:

Three sets of three-line staves (top solid green line, middle dashed green line, bottom solid red line) for copying practice.

### Language Used to Model Upper Case Print-Formation of U, V, W, X, and Y

Language Used to Model Upper Case Print-Formation of U, V, W, X, and Y
U → pull down, around, up
V → slant down, slant up
W → slant down, up, down, up
X → slant down, slant down
Y → slant in, slant, and down



Carefully and neatly, copy the above 5 upper case letters on the following three lines of the three-line-staves:


### Language Used to Model Upper Case Print-Formation of Z

Language Used to Model Upper Case Print-Formation of Z
Z → across, slant down, across



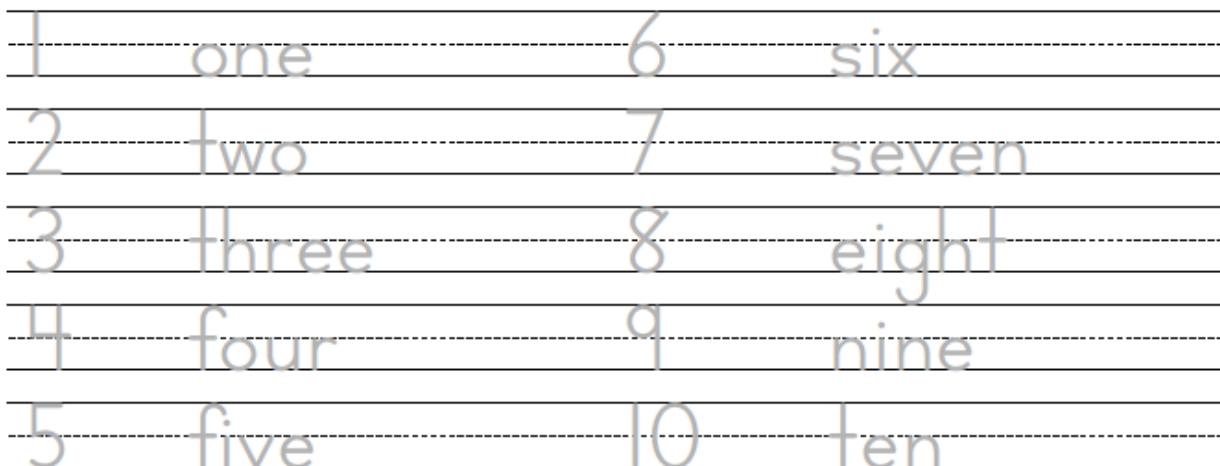
Carefully and neatly, copy the above last upper case letter Z on the following three lines of the three-line-staves:


All above with some modifications are from:

<[http://www.gov.pe.ca/photos/original/eecd\\_printcurk6.pdf](http://www.gov.pe.ca/photos/original/eecd_printcurk6.pdf)>

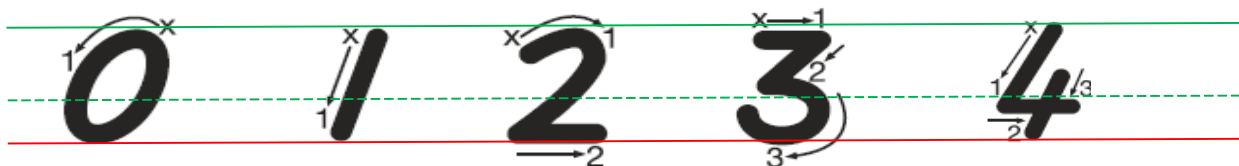
## Section 10: Your Print Handwriting Practice of Numerals on Three-Lines-Staves

Carefully and neatly, copy the following numerals on the following three lines of the three-line-staves:



### 1.1.1.1. Language Used to Model Lower Print-Formation of 0 1 2 3 4

	1	2	3	4
<b>One Movement</b> An oval [egg-shaped] commenced at the 2 o'clock position	<b>One Movement</b> A down stroke.	<b>One Movement</b> An oval segment, a diagonal and horizontal line commenced at the 10 o'clock position.	<b>One Movement</b> A horizontal line, a diagonal line, and an oval segment.	<b>Two Movements</b> A diagonal down stroke and a horizontal bar. A down stroke which bisects the horizontal bar.



Carefully and neatly, copy the above 5 numbers (0 1 2 3 4) on the following three lines of the three-line-staves:

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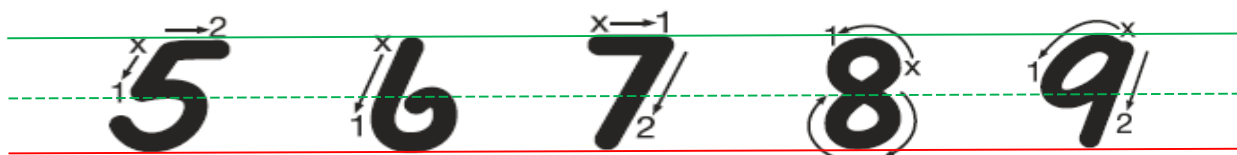
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### Language Used to Model Lower Print-Formation of 0 1 2 3 4

	1	2	3	4
<b>Two Movements</b> A down stroke and an oval segment. A horizontal bar.	<b>One Movement</b> A curved down stroke and an inward curve.	<b>One Movement</b> A horizontal bar and a diagonal down stroke.	<b>One Movement</b> An oval segment and diagonal curve followed by another oval segment and diagonal curve.	<b>One Movement</b> An oval and a down stroke commenced at the 2o'clock position.



Carefully and neatly, copy the above 5 numbers (5 6 7 8 9) on the following three lines of the three-line-staves:

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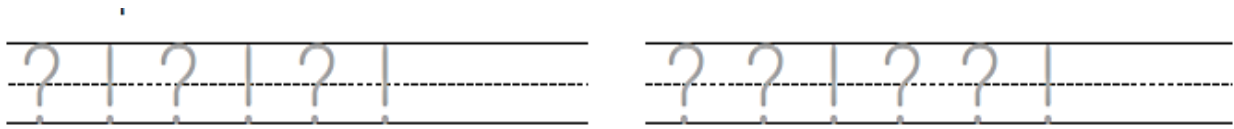
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## Section 11: Your Print Handwriting Practice of Punctuations on Three-Lines-Staves

Carefully and neatly copy the following punctuations (? !) on the following three lines of the three-line-staves:



Three sets of empty three-line staves for handwriting practice. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.



## Section 12: Your Print Handwriting Practice of Sentences on Three-Lines-Space/Stave

Re-write the following sentence: (**Andy likes to eat apples.**), with **print upper case** letters **A** and the other **print lower case** letters as shown below:

Andy likes to eat  
apples.

Re-write the following sentence: (**The bluebird sings a pretty song.**), with **print upper case** letters **T** and the other **print lower case** letters as shown below:

The bluebird sings a  
pretty song.

Re-write the following sentence: (**The camel wants to rest.**), with **print upper case** letter **T** and the other **print lower case** letters as shown below:

The camel wants to  
rest.

Re-write the following sentence: (**The silly dog likes to swim.**), with **print upper case** letter **T** and the other **print lower case** letters as shown below:

The silly dog likes to  
swim.

Re-write the following sentence: (**The elephant has big ears.**), with **print upper case** letter **T** and the other **print lower case** letters as shown below:

The elephant has big  
ears.

Re-write the following sentence: (**F**rank **F**rog has fun **f**ishing.), with **print upper case** letter **F** and the other **print lower case** letters as shown below:

Frank Frog has fun  
fishing.

Re-write the following sentence: (**T**he gorilla goes ape over **g**reen **g**rapes.), with **print upper case** letter **T** and the other **print lower case** letters as shown below:

The gorilla goes ape  
over green grapes.

Re-write the following sentence: (**The happy hen hid a hat in the house.**), with **print upper case** letter **T** and the other **print lower case** letters as shown below:

The happy hen hid  
a hat in the house.

Re-write the following sentence: (**Ian eats ice cream in an igloo.**), with **print upper case** letter **I** and the other **print lower case** letters as shown below:

Ian eats ice cream  
in an igloo.

Re-write the following sentence: (**Jack and Jill jog up up a hill.**), with **print upper case letter J** and the other **print lower case** letters as shown below:

Jack and Jill jog up  
up a hill.

Re-write the following sentence: (**Kala plays with the cute kitten.**), with **print upper case letter K** and the other **print lower case** letters as shown below:

Kala plays with the  
cute kitten.

Re-write the following sentence: (**K**ala plays with the cute kitten.), with **print** upper case letter **K** and the other **print** lower case letters as shown below:

Kala plays with the  
cute kitten.

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Re-write the following sentence: (**T**he lizard has a long tail.), with **print** upper case letter **T** and the other **print** lower case letters as shown below:

The lizard has a long  
tail.

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Re-write the following sentence: (**Mikes makes mud pies on Monday.**), with **print upper case letter M** and the other **print lower case** letters as shown below:

Mike makes mud pies  
on Monday.

Re-write the following sentence: (**Nurse Nancy is never sick.**), with **print upper case letter N** and the other **print lower case** letters as shown below:

Nurse Nancy is never  
sick.

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Re-write the following sentence: (**Oscar plays the oboe very well.**), with **print upper case letter O** and the other **print lower case** letters as shown below:

Oscar plays the oboe  
very well.

Re-write the following sentence: (**Pam likes to play in the pool.**), with **print upper case letter P** and the other **print lower case letters** as shown below:

Pam likes to play in  
the pool.

Re-write the following sentence: (**Queen Quin makes pretty quilts.**), with **print upper case letter Q** and the other **print lower case letters** as shown below:



Pam likes to play in  
the pool.

Re-write the following sentence: (**Queen Quin makes pretty quilts.**), with **print upper case letter Q** and the other **print lower case letters** as shown below:

Queen Quinn makes  
pretty quilts.

Re-write the following sentence: (**Robbie likes to read about robots.**), with **print upper case letter R** and the other **print lower case letters** as shown below:

Robbie likes to read  
about robots.

Re-write the following sentence: (**Susie likes to bake sweet treats.**), with **print upper case** letter **S** and the other **print lower case** letters as shown below:

Susie likes to bake  
sweet treats.

Re-write the following sentence: (**The tortoise and the turtle are friends.**), with **print upper case** letter **T** and the other **print lower case** letters as shown below:

The tortoise and the  
turtle are friends.

Re-write the following sentence: (**My** uncle has an ugly umbrella.), with **print upper case** letter **M** and the other **print lower case** letters as shown below:

My uncle has an ugly  
umbrella.

Re-write the following sentence: (**Victor** drives a very big van.), with **print upper case** letter **V** and the other **print lower case** letters as shown below:

Victor drives a very  
big van.

Re-write the following sentence: (**W**endy washes cars when it is warm.), with **print upper case** letter **W** and the other **print lower case** letters as shown below:

Wendy washes cars  
when it is warm.

Re-write the following sentence: (**X**avier tried to x-ray his xylophone.), with **print upper case** letter **X** and the other **print lower case** letters as shown below:

Xavier tried to x-ray  
his xylophone.

Re-write the following sentence: (**Your yak is in our yard.**), with **print upper case** letter **Y** and the other **print lower case** letters as shown below:

Your yak is in our  
yard.

Re-write the following sentence: (**Zoe and Zelda went to the zoo.**), with **print upper case** letter **Z** and the other **print lower case** letters as shown below:

Zoe and Zelda went  
to the zoo.

All above are from: <http://www.tlsbooks.com/pdf/kindertraceandprint.pdf>  
accessed on 6/12/2015

Re-write the following sentence: (**My cat has 5 Kittens!**), with **print upper case**  
letters **T** and the other **print lower case** letters as shown below:

My cat has 5 kittens!

(Source with modifications: Grade\_3\_Handwriting\_Workbook.pdf)

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[https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=8&cad=rja&uact=8&ved=0ahUKEwjZ\\_L28fJAhXFdA8KHWAvBSgQFgg2MAc&url=http%3A%2F%2Fwww.schoolsparks.com%2Fassets%2Fbooks%2Fearly-writing-for-little-hands.pdf&usq=AFQjCNFYmluPZu\\_3pEJ2zHwW1fQdyeqCHA&bvm=bv.108538919,d.ZWU](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=8&cad=rja&uact=8&ved=0ahUKEwjZ_L28fJAhXFdA8KHWAvBSgQFgg2MAc&url=http%3A%2F%2Fwww.schoolsparks.com%2Fassets%2Fbooks%2Fearly-writing-for-little-hands.pdf&usq=AFQjCNFYmluPZu_3pEJ2zHwW1fQdyeqCHA&bvm=bv.108538919,d.ZWU)

For more practice of print handwriting you can visit the following pdf link that includes sites that follow:

<http://www.eastgreenwich.k12.nj.us/cms/lib04/NJ01912656/Centricity/Domain/175/Handwriting%20practice.pdf>

Handwriting:

<http://www.handwritingworksheets.com/print-1h/make-ph.htm>

<http://www.tlsbooks.com/prewritinguppercase.html> This includes tips for handwriting success and 26 worksheets showing stroke sequence for each capital letter of the alphabet.

<http://www.tlsbooks.com/pdf/traceandprintatoz.pdf> Upper and lower case letters.

<http://www.tlsbooks.com/pdf/readtraceandwrite0hm12345.pdf>

<http://www.tlsbooks.com/lowercaseprintingpractice.pdf> lower case printing practice

<http://www.tlsbooks.com/letterpracticecoloredlines.pdf> Upper case printing practice

<http://www.tlsbooks.com/handwritingpracticedn1.pdf> Type in the words you would like your child to practice. (larger print)

<http://www.tlsbooks.com/handwritingpracticedn2.pdf> Type in the words you would like your child to practice. (smaller print)

<http://www.tlsbooks.com/pdf/carrotreadprintcolordn.pdf> Carrot- learn, color and print

<http://www.tlsbooks.com/pdf/kindertraceandprint.pdf> practicing letters, writing words and color sheets

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[http://www.doe.virginia.gov/testing/sol/standards\\_docs/english/2010/lesson\\_plans/writing/6-8/57\\_6-8\\_writing\\_writing\\_effective\\_dialog.pdf](http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/lesson_plans/writing/6-8/57_6-8_writing_writing_effective_dialog.pdf)

[http://www.createbetterwriters.com/uploads/ParagraphEbook2ndEd\\_copy.pdf](http://www.createbetterwriters.com/uploads/ParagraphEbook2ndEd_copy.pdf)

<https://www.uwgb.edu/careers/PDF-Files/Professional-Letters-Guide.pdf>



## Appendix: Previous Exam Question Papers

Republic of Yemen  
Hodeidah University  
Zabid-College of Education  
English Department  
Date: Wednesday 18/01/2017

**In the name of Allah**  
Final 1<sup>st</sup> Semester Exam  
(Regulars)



Level: I Year English  
Course: Writing 1  
Time: 3 hours  
Total marks: 150  
Teacher: Dr. Abdullah M. M. Ali Shaghi

Student Name: ..... University Card No.: .....

Question No.	1	2	3	4	5	Total
Marks Scored						
Maximum Marks	30	30	30	30	30	150

1. Study and answer carefully the following two sub-questions (A) and (B) that are given below in pages 1 and 2: (30 Marks)

A. Surely, you have studied the following table of (Summary of Simple Sentences with Nine (9) Types). Now write on your own words, on the dotted lines provided below this table, five (5) simple sentences of the Given Type ( ) in brackets. I have done the first for you: (3x5=15 Marks)

Summary of Simple Sentences with Nine (9) Types	
No.	Simple Sentences
1	S + be + (a) + N We are workers.
2	S + be + Adj We are happy.
3	S + be + (a, an) + Adj. + N He is a happy man.
4	S + be + (a, an, the) + (adj.) + (N) + Prep P There is an English book on the table.
5	S + V + (a, an, the) + (adj.) + (N) + (Prep P) They buy food at the supermarket.
6	Declarative Sentence The sun rises in the East.
7	Imperative Sentence Open the door.
8	Interrogative Sentence When does the bus leave?
9	Exclamatory Sentence That sounds fantastic!

1. Type (1): We wanted to go for a walk, but it was stormy.
2. Type (3): .....
3. Type (5): .....
4. Type (7): .....
5. Type (9): .....

B. Surely, you have studied the following table of (Summary of Compound Sentences with Eight (8) Rules). Now write on your own words, on the dotted lines provided below this table, five (5) Compound Sentences of the Given Rule ( ) in brackets. I have done the first for you:

(3x5=15 Marks)

(Note: Keep in mind the following: *IC* = Independent Clause (= Simple Sentence (Complete Thought)), *CConj* = Coordinating Conjunction (*and, but, or, for, nor, yet, so*), to Inventive Clause = to *InC*)

Summary of Compound Sentences with Eight (8) Rules	
1	I wanted to come, but it was late. IC + , + CConj (but) + IC
2	Peter drove to visit his friend, and they went out for dinner. IC + , + CConj (and) + IC
3	Mariyah thinks she should go to school, for she wants to get qualifications for a new profession. IC + , + CConj (for) + IC
4	Doug did not understand the homework assignment, so he asked the teacher for help. IC + , + CConj (so) + IC
5	The students did not prepare for the test, nor did they realize how important the test was. IC + , + CConj (nor) + IC
6	Susan thinks she should stay home and relax, or she should go on vacation. IC + , + CConj (or) + IC
7	Janet did very well on her job interview, yet she did not get the position. IC + , + CConj (yet) + IC
8	Jack flew to London to visit his Uncle, and to visit the National Museum. IC + to InC + , + CConj (and) + to InC

1. Rule (1): We wanted to go for a walk, but it was stormy.

2. Rule (3): .....

3. Rule (5): .....

4. Rule (7): .....

5. Rule (8): .....

2. Given below is a simple short story in one paragraph. This story is about "Unhappy Fatimah"; in the story, the sentences are not in their correct or proper order. You have to rearrange these sentences to make a meaningful story in one paragraph; there is a table with numbered boxes (in page 2) for showing the correct order or arrangement of the sentences; and below the table, I have provided below dotted lines for rewriting your rearranged sentences; I have done the first sentence for you. (5x6=30 Marks)

- Her mother died and the bad man sent her to work in a private park of his friend.
- Her father died seven months before her unhappy birth.
- Fatimah is a good Yemeni girl.
- After the death of her father, her mother married a bad man; this bad man did not give her a good education.
- She sent her to a good school.
- Then Fatimah met her grandmother and stayed in her grandmother's house.

1	2	3	4	5	6
c					

Fatimah is a good Yemeni girl.

.....

.....

.....

.....

.....

3. Write TWO short paragraphs on any TWO of the following topics: (2x15=30 Marks)

1	My Hobby	3	My Favorite Time	5	My Best Friend	7	About Yourself
2	My Home	4	My Country	6	My City	8	My Family

Paragraph One

.....

.....

.....

.....

.....

Paragraph Two

.....

.....

.....

.....

.....

4. Write a short paragraph on "My Beginning Free Writing" of any topic of your own choice; I have provided below dotted lines for rewriting it. (30 Marks)

.....

.....

.....

.....

.....

5. According to what you have studied in your Print Handwriting-Section of Writing 1 Handout, answer the following two questions (A) and (B) using print handwriting in the space of three-line-staves given below. (30 Marks)

A. Write carefully these nine Upper and Lower Case Letters (A, n, B, M, z, W, y, F, and H) on the following three-line-stave; the 1<sup>st</sup> two letters are done for you. (15 Marks)

A n

B. Rewrite the following sentence: (Andy and Jill like to eat apples.) with print upper case letter F and the other print lower case letters on the following three-line-stave; I have done the 1<sup>st</sup> word for you. (15 Marks)

Andy

☺ 📖 Best wishes! 📖 ☺

Republic of Yemen  
Hodeidah University  
Zabid-Faculty of Education  
Department of English  
Date: 25/12/2014

In the name of Allah  
Model-Exam  
(Repeaters and Regulars)



Level & Course: 1 Year English  
Subject: Writing 1  
Time: 3 hours  
Total marks: 150  
Teacher: Dr. Abdullah Shaghi

Name of the student: ..... Enrollment No.:.....

Question No.	I	II	III	IV	V	Total
Marks Scored						
Maximum Marks	30	30	30	30	30	150

- I. Write, on the following numbered spaces provided below, five (5) different sentences of any type of the following (12) types of sentences with examples shown on the table, the Example (E.g.) of the Sentence Type (S.T.) of your choice will be considered as it has been done for you: (5x6=30 M)

1	<b>Simple Sentences</b> I ate my lunch quickly.	5	<b>Imperative Sentences</b> Open the door.	9	<b>Compound Sentences</b> I wanted to come, but it was late.
2	<b>Negative Sentences</b> He doesn't get up early.	6	<b>Interrogative Sentences</b> When does the bus leave?	10	<b>S+V+(a, an, the)+(adj)+(N)+(Prep P)</b> They buy food at the supermarket.
3	<b>Declarative Sentences</b> The sun rises in the East.	7	<b>Exclamatory Sentences</b> That sounds fantastic!	11	<b>S+be+(a, an, the)+(adj)+(N)+Prep P</b> There is an English book on the table.
4	<b>S+be+(a, an)+Adj+N</b> We are happy workers.	8	<b>S + be + Adj</b> We are happy.	12	<b>S + be + (a) + N</b> We are workers.

1. [S.T. of Your Choice:.....E.g.:.....]

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

- II. Given below (in the next page) is a simple short story in one paragraph. This story is about "...". The sentences in this story are not in their correct or proper order. Rearrange these sentences to make a meaningful story in one paragraph; there is a table with numbered boxes to show the correct order or

**arrangement of the sentences; and below the table, spaces have been provided  
for rewriting the rearranged sentence (5x6=30 Marks).**

- a. I felt happy. Oh yes!
- b. I returned home. It was raining. Oh no!
- c. I cooked dinner. I burned the rice. Oh no!
- d. I ate dinner with my friends and family. We had a great time. We laughed and talked together.
- e. I woke up at 7:30. I was late. Oh no!
- f. I got to work. I missed the meeting. Oh no!
- g. I went to lunch.
- h. I lost my wallet. Oh no!

1	2	3	4	5	6	7	8
e	f						

**I woke up at 7:30. I was late. Oh no! I got to work. I missed the meeting. Oh no!**.....  
.....  
.....  
.....  
.....

**III. The following paragraph is not fully capitalized and punctuated. You have to  
rewrite it in the space provided below using necessary capitalization and  
punctuation marks. (1x30=30 Marks)**

eating in the student center (here after sc) is a pleasant experience first the food is excellent  
its well prepared it tastes delicious and there are many different kinds of food hamburgers,  
tacos, pizza, and chicken second the environment in the sc is positive many happy young  
people are talking and laughing. However, the atmosphere is still calm its possible to study  
and do homework finally there are many friendly people in the sc. Even the strangers say, Hi  
and offer to share their tables. any person can ask himself/herself a question "What do often  
follow when that happens" The answer is that: "When that happens practice in speaking  
English and friendships often follow" for these reasons its nice to go to the sc cafeteria once  
in a while to enjoy the eating studying and talking with new people

**Eating in the Student Center (hereafter SC) is a pleasant experience. First, the food is  
excellent.**  
.....  
.....  
.....  
.....  
.....



**IV. On the space provided below and back of this sheet, write short paragraphs on any three of the following topics (the first is compulsory): (3x10=30 Marks)**

1	Yourself	4	Your City	7	Your Country
2	Your Home	5	Your Hobby	8	Your Family
3	Your Best Friend	6	Your Favorite Time	9	Your Favorite Food

**V. According to what you have studied in your (print and/or cursive) handwriting-handout, rewrite the following sentence (twice as a print handwriting and as a cursive handwriting) in the two of three-line-staves given below: Show the letters that can be joined to others and also the letters which cannot be joined to others. (2x15= 30 Marks)**

Tantintun and his sister Tantintunah travelled to Landon last year.

**Print Handwriting**

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**Cursive Handwriting**

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**Best wishes & good luck!**

**Teacher & Examiner: Dr. Shaghi, W1, model-exam (Repeaters & Regulars), 25/12/2014**

Republic of Yemen  
Hodeidah University  
Zabid-Faculty of Education  
Department of English  
Date: Wednesday 28/01/2015

In the name of Allah  
Final 1<sup>st</sup> Semester-Exam  
(Regulars)



Level & Course: I Year English  
Subject & Pages: Writing 1 (3 pages)  
Time: 3 hours  
Total marks: 150  
Teacher: Dr. Abdullah Shaghi

Name of the student: ..... Enrollment No.:.....

Question No.	I	II	III	IV	V	Total
Marks Scored						
Maximum Marks	30	30	30	30	30	150

(Answer all the following five questions from I-V; Write your answer in the same question paper that contains 3 pages given to you.)

I. Write, on the following numbered spaces provided below, five (5) different sentences of any type of the following (6) types of sentences with examples shown on the table, the Example (E.g.) of the Sentence Type (S.T.) of your choice will be considered as it has been done for you: (5x6=30 Marks)

1	Simple Sentences I ate my lunch quickly.	3	Exclamatory Sentences That sounds fantastic!	5	Compound Sentences I wanted to come, but it was late.
2	Negative Sentences He doesn't get up early.	4	Interrogative Sentences When does the bus leave?	6	S+V+(a, an, the)+(adj)+(N)+(PrepP) They buy food at the supermarket.

1. [S.T. of Your Choice:.....E.g.:.....]
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

II. Given below (in the next page) is a simple short story in one paragraph. This story is about "Naani and Kitten". The sentences in this story are not in their correct or proper order. Rearrange these sentences to make a meaningful story in one paragraph; there is a table with numbered boxes to show the correct order or arrangement of the sentences; and below the table, spaces have been provided for rewriting the rearranged sentence (5x6=30 Marks).

- a. The cat had eight kittens and one kitten followed Naani all evening.
- b. Naani sat on the sofa and the kitten sat at her feet.
- c. It was time to go but the kitten followed Naani and jumped into our car.
- d. Their daughter Laali and our daughter Naani are friends and Laali has a cat
- e. Laali gave the kitten to Naani as a gift and we brought it home with us.
- f. Yesterday evening we visited some friends.

1	2	3	4	5	6
f					

Yesterday evening we visited some friends.....  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....

**III. The following paragraph is not fully capitalized and punctuated. You have to rewrite it in the space provided below using necessary capitalization and punctuation marks. (1x30=30 Marks)**

what are bees bees, naHl in Arabic are insects bees are special insects because they can fly like any aircraft they can move through the air like an airplane bees can fly because they have wings they use their wings to fly. bees can fly quickly slowly up and down they need to fly to get to the flowers Bees can have the following colors yellow red orange and black they have the following parts a head a body wings six legs and a stinger; the stinger is used to defend against enemies they use their legs to stand, climb eat and collect pollen, liqaaH in Arabic. Majority of bees collect nectar raHiiq in Arabic, from flowers and take it to the beehive for making honey. These bees are called, Honey Bees and abbreviated as hb or h.b. Any person can ask himself/herself a general question, where do bees live The answer is that: bees live in many places they live in africa, australia, asia, europe, north america, and south America

What are bees? Bees, "NaHl," in Arabic, are insects. Bees are **special** insects because they can **fly like any aircraft!**.....  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....



**IV. On the space given below and back of this sheet, write three short paragraphs on any THREE of the following topics (the first is compulsory): (3x10=30 Marks)**

1	Yourself	3	Your Best Friend	5	Your City
2	Your Hobby	4	Your Favorite Time	6	Your Free Writing

**V. According to what you have studied in your (print and/or cursive) handwriting-handout, rewrite the following sentence (twice as a print handwriting and as a cursive handwriting) in the two of three-line-staves given below: Show the letters that can be joined to others and also the letters which cannot be joined to others.(2x15=30 Marks)**

Anaani and Aniinah visited USA last month.

**Print Handwriting**

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**Cursive Handwriting**

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☺ Best wishes! ☺

Teacher & Examiner: Dr. Shaghi, IYE, W1, 1<sup>st</sup> Sem.-Exam (Regulars), Wednesday 28/01/2015

Republic of Yemen  
Hodeidah University  
Zabid-College of Education  
English Department  
Date: Wednesday 17/02/2016

In the name of Allah  
Final 1<sup>st</sup> Semester Exam  
(Regulars)



Level & Course: I Year English  
Subject: Writing 1  
Time: 3 hours  
Total marks: 150  
Teacher: Dr. Abdullah M. M. Ali Shaghi

Name of the student: ..... Enrollment No.:.....

Question No.	I	II	III	IV	V	Total
Marks Scored						
Maximum Marks	30	30	30	30	30	150

I. Study and answer carefully the following two sub-questions (A) and (B) that are given below in pages 1 and 2: (30 Marks)

A. Study the following table of (Summary of Simple Sentences with Ten (10) Types) and write on your own words, on the numbered spaces provided below this table, five (5) similar simple sentences of any five (5) types of the ten (10) types of simple sentences shown on this table; the first has been done for you: (3x5=15 Marks)

Summary of Simple Sentences with Ten (10) Types			
No.	Simple Sentences	No.	Simple Sentences
1	<i>Declarative Sentence</i> <i>The sun rises in the East.</i>	2	<i>Interrogative Sentence</i> <i>When does the bus leave?</i>
3	<i>Negative Sentence</i> <i>He doesn't get up early.</i>	4	<i>Exclamatory Sentence</i> <i>That sounds fantastic!</i>
5	<i>Imperative Sentence</i> <i>Open the door.</i>	6	<i>S + be + (a) + N</i> <i>We are workers.</i>
7	<i>S + be + Adj</i> <i>We are happy.</i>	8	<i>S+V+(a, an, the)+(adj)+(N)+(Prep P)</i> <i>They buy food at the supermarket.</i>
9	<i>S+ be + (a, an) + Adj + N</i> <i>He is a happy man.</i>	10	<i>S + be + (a, an, the) + (adj) + (N) + Prep P</i> <i>There is an English book on the table.</i>

1. English is an international language.

2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

B. Study the following Note and Table of (Summary of Compound Sentences with Eight (8) Rules) and complete the table that follows this table by writing the RULE (R) of the given Compound Sentence (CS) and Vice Versa based on the note and table of (Summary of Compound Sentences with Eight (8) Rules); the first is done for you: (3x5=15 Marks)

(Note: Keep in mind the following: IC = Independent Clause (= Simple Sentence (Complete Thought)), CConj = Coordinating Conjunction (*and, but, or, for, nor, yet, so*), to Inventive Clause = to InC

Summary of Compound Sentences with Eight (8) Rules	
1	I wanted to come, but it was late. <i>IC + , + CConj (but) + IC</i>
2	Peter drove to visit his friend, and they went out for dinner. <i>IC + , + CConj (and) + IC</i>
3	Mary thinks she should go to school, for she wants to get qualifications for a new profession. <i>IC + , + CConj (for) + IC</i>
4	Doug didn't understand the homework assignment, so he asked the teacher for help. <i>IC + , + CConj (so) + IC</i>
5	The students didn't prepare for the test, nor did they realize how important the test was. <i>IC + , + CConj (nor) + IC</i>
6	Susan thinks she should stay home and relax, or she should go on vacation. <i>IC + , + CConj (or) + IC</i>
7	Janet did very well on her job interview, yet she didn't get the position. <i>IC + , + CConj (yet) + IC</i>
8	Jack flew to London to visit his Uncle, and to visit the National Museum. <i>IC + to InC + , + CConj (and) + to InC</i>

No.	Writing the RULE (R) of the given Compound Sentences (CS) and Vice Versa
1. CS	Henry needs to learn English, and he wants to be a teacher.
1. R	<i>IC + , + CConj (and) + IC [OR] IC + , + CConj (yet) + IC [OR] IC + , + CConj (or) + IC</i>
2. CS	.
2. R	<i>IC + , + CConj (but) + IC [OR] IC + , + CConj (and) + IC [OR] IC + , + CConj (for) + IC</i>
3. CS	Sarah thinks she should stay home and relax, or she should go on holiday.
3. R	
4. CS	
4. R	<i>IC + , + CConj (nor) + IC [OR] IC + , + CConj (so) + IC [OR] IC + , + CConj (yet) + IC</i>
5. CS	Ali travelled to Sana'a to visit his grandmother, and to visit the National Museum.
5. R	

II. Given below is a simple short story in one paragraph. This story is about "Rimi" in this story the sentences are not in their correct or proper order. Rearrange these sentences to make a meaningful story in one paragraph; there is a table with numbered boxes (in page 2) for showing the correct order or arrangement of the sentences; and below the table, spaces have been provided for rewriting the rearranged sentences; the first sentence has been done for you. (5x6=30 Marks)

- She sent him to a good school.*
- His mother died and the bad man sent him to work in a public garden.*
- His father died six months before his birth.*
- Then Rimi met his aunt and stayed in his aunt's house.*
- His mother married a bad man; this bad man didn't give him a good education.*
- Rimi is a good boy.*

1	2	3	4	5	6
f					

*Rimi is a good boy.* .....

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Republic of Yemen  
Hodeidah University  
Zabid-College of Education  
English Department  
Date: Tuesday 26/01/2016

In the name of Allah  
Final 1<sup>st</sup> Semester Exam  
(Repeaters)



Level & Course: I Year English  
Subject: Writing 1  
Time: 3 hours  
Total marks: 150  
Teacher: Dr. Abdullah M. M. Ali Shaghi

Name of the student: ..... Enrollment No.: .....

Question No.	I	II	III	IV	V	Total
Marks Scored						
Maximum Marks	30	30	30	30	30	150

I. Study the following table of (Summary of Simple Sentences with Ten (10) Types) and write on your own words, on the numbered spaces provided below this table, six (6) similar simple sentences of any six (6) types of the ten (10) types of simple sentences shown on this table; the first has been done for you: (5x6=30 Marks)

Summary of Simple Sentences with Ten (10) Types			
No.	Simple Sentences	No.	Simple Sentences
1	<i>Declarative Sentence</i> <i>The sun rises in the East.</i>	2	<i>Interrogative Sentence</i> <i>When does the bus leave?</i>
3	<i>Negative Sentence</i> <i>He doesn't get up early.</i>	4	<i>Exclamatory Sentence</i> <i>That sounds fantastic!</i>
5	<i>Imperative Sentence</i> <i>Open the door.</i>	6	<i>S + be + (a) + N</i> <i>We are workers.</i>
7	<i>S + be + Adj</i> <i>We are happy.</i>	8	<i>S + V + (a, an, the) + (adj) + (N) + (Prep P)</i> <i>They buy food at the supermarket.</i>
9	<i>S + be + (a, an) + Adj + N</i> <i>He is a happy man.</i>	10	<i>S + be + (a, an, the) + (adj) + (N) + Prep P</i> <i>There is an English book on the table.</i>

1. The sun gives us light in the day time.

2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_  
6. \_\_\_\_\_

II. Given below is a simple short story in one paragraph. This story is about "Ali" in this story the sentences are not in their correct or proper order. Rearrange these sentences to make a meaningful story in one paragraph; there is a table with numbered boxes (in page 2) for showing the correct order or arrangement of the sentences; and below the table, spaces have been provided for rewriting the rearranged sentences; the first sentence has been done for you. (5x6=30 Marks)

- a. *He went there by his bike.*  
b. *Finally, he came back to his house.*  
c. *He met his friends and sat with them.*  
d. *He was very happy.*  
e. *Ali went to the park last week.*  
f. *They played football for twenty minutes.*

1	2	3	4	5	6
e					

*Ali went to the park last week.* .....

.....

.....

.....

III. The following paragraph is not fully capitalized and punctuated. You have to rewrite it in the space provided below using necessary capitalization and punctuation marks. (30 Marks)

*tana and toni are happy wife and husband they got married on thursday january 2<sup>nd</sup> 2015 they like different things tana likes to sing dance and cook toni likes to read write and listen to radio Tana enjoys talking on the telephone toni likes playing football piano and chess-set tana is studying English at the london university toni is also studying English but at the cambridge University tana cooks big meals toni eats big meals any person can ask himself/herself a question Do they love each other The answer is that: "yes, they love each other"*

*Tana and Toni are happy wife and husband. They got married on Thursday*.....

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IV. On the back of this sheet, write TWO short paragraphs on any TWO of the following topics: (2x15=30 Marks)

1	Yourself	3	Your friend	5	Your Home
2	Your City	4	Your likes and dislikes	6	Your Family

V. According to what you have studied in your Print Handwriting-Section of Writing 2 Handout, answer the following two questions A and B (using print handwriting) in the space of three-line-staves given below. (30 Marks)

A. Rewrite carefully these eight Upper and Lower Case Letters (F, a, A, b, K, m, E, and f) on the following three-line-stave; the 1<sup>st</sup> two letters are done for you. (15 Marks)

F a

B. Re-write the following sentence: (Frank visited France.) with print upper case letter F and the other print lower case letters on the following three-line-stave; the 1<sup>st</sup> word is done for you. (15 Marks)

Frank

Best wishes!

Teacher & Examiner: Dr. Abdullah Shaghi, Writing 1, final-exam (Repeaters), Tuesday 26/01/2016